



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

EDST 213 GUIDEBOOK

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Audited by:

Dr. Shaun Murphy	Associate Dean, College of Education
Arvelle Van Dyck	Director, Undergraduate Programs, College of Education
Shirley Cardinal	Field Experiences Coordinator, College of Education
Camille Hounjet	Field Experiences Coordinator, College of Education
Kathy Pryor-Hildebrandt	Field Experiences Officer / Learning Communities Coordinator, College of Education
Sphinx Liang	Field Experiences Admin Support, College of Education

College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK S7N 0X1
Email: education.fieldoffice@usask.ca
Tel: (306) 966-7665

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Introduction

This Field Study Handbook and the associated EDST 213 Field Experience Syllabi are intended to support teacher candidates' induction into the teaching profession as part of the Bachelor of Education program from the University of Saskatchewan (U of S). This handbook provides clear, relevant and comprehensive direction for the requirements of this field experience, as well as an opportunity to clarify the roles of all those involved in this field experience (teacher candidate, collaborating teacher and Field Experience Coordinator).

U of S College of Education Field Practica are delivered in a variety of ways, depending on year in the program and program type. Overall goals, however, remain the same: to unite theory and practice, to connect course work and field study, and to support teacher candidates in deepening their understanding of the important work that teachers' do in classrooms, schools, and local as well as global communities.

Field Study components of the program actualize the belief that field experiences should take place throughout the program, with continuous work in schools closely connected to work in the College. Teacher candidates are involved early in productive observations and supported teaching in schools within a framework provided by the courses:

- Year two: EDST 213.0 (Field Experience: Rural and First Nations Schools)
- Year three: EDST 321.3 (Field Experience: Learning in Context)
- Year three: EDST 322.3 (Field Experience: Relational Curriculum-Making in Practice, Planning, Adapting and Assessing); and,
- Year four: EXPR 422.15 (Field Experience Professional Extended Practicum), OR
 - EXPR 423.3 Alternative Practica 1: Adult Learning and Community-Based Educational Settings and
 - EXPR 425.12: Alternative Field Experience Practica II: Saskatchewan Schools, OR
 - EXPR 424.3 Alternative Practica I: International Opportunities and EXPR 425.12: Alternative Field Experiences Practica II: Saskatchewan

Teacher candidates attend to their professional growth by reflecting in action on the Teacher Education Certification and Classification Competencies (TECC) linked to teacher certification in the province. This dynamic exposure to life in schools and the emerging professional portfolio linked to TECC is intended to illuminate and motivate the development of competencies that teachers require, as well as offer deep reflection regarding career choices and career placements.

These field experiences necessitate strong partnerships with teachers within the education system to ensure that field placements occur in sites where learning opportunities are reciprocal between teacher candidates, constructive feedback, and collaborative growth. We hope this opportunity enriches the professional experience for teacher candidates and collaborating teachers who decide to work with our College on the very important work of advancing the competence and confidence of professional educators.

Field Experience Team

Dr. Shaun Murphy
Associate Dean of Undergraduate Studies, Research and Partnerships
306-966-7560 Room 3361
Undergraduate Programs Office
shaun.murphy@usask.ca

Shirley Cardinal
Field Experiences Coordinator
306-966-7596
shirley.cardinal@usask.ca

Camille Hounjet
Field Experiences Coordinator
306-966-7633
camille.hounjet@usask.ca

Kathy Pryor-Hildebrandt
Field Experiences Officer/ Learning Communities Coordinator
306-966-7667
kathy.pryor-hildebrandt@usask.ca

Sarah Reid
Field Experiences and Academic Advisor
306-966-7568
Sarah.reid@usask.ca

Sphinx Liang
Field Experiences Administrative Support
306-966-7736
sphinx.liang@usask.ca
education.fieldoffice@usask.ca

Saskatchewan Teacher Certification and Classification

Competencies

Competencies in four areas are outlined by the Saskatchewan Ministry of Education, establishing categories in which skills must be developed prior to teacher certification in this province. These competencies are listed below. They have been utilized as goals and outcomes for the Professional Growth Plan teacher candidates will complete as part of field experience courses. EDST 213.0 provides teacher candidates with their first opportunity to examine these competencies in a field-based setting.

Professional (Personal) Competencies

- Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities.
- Demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners.
- Demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners; and
- Demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.

Knowledge Competencies

- Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-indigenous peoples.
- Demonstrates knowledge of First Nations, Métis & Inuit culture, and history. (e.g., treaties, residential school, scrip, and worldview) and their impacts on Contemporary experiences and relationships.
- Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);
- Demonstrates an understanding of the organizational and legal contexts of schooling.
- Demonstrates proficiency in the language of instruction.
- Demonstrates ability to use technologies readily, strategically, and appropriately; and
- Demonstrates ability to strive for/pursue new knowledge.

Instructional Competencies

- Demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes.
- Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
- Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings.

Curricular Competencies

- Demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education.
- Demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspectives into all teaching areas; and
- Demonstrates the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive, and meaningful ways.

Roles And Responsibilities

Teacher Candidate (TC)

Assessment Responsibilities

- Self-guided inquiry of the Teacher Education Certification Competencies
- Holistic Observation
- Model lesson observation of collaborating teacher and reflective conversation
- Two written lesson plans with reflections
- Essential conversation with collaborating teacher
- Final Assessment Document

Embrace opportunities to learn from and in field study experiences

- Learn about learners (e.g., through observation, small group facilitation)
- Support teachers in meeting the needs of students in the school
- Be flexible and sensitive in adapting to the school and community contexts

Experiment and take risks

- Volunteer to read with individual students
- Volunteer as a small group facilitator
- Volunteer to share personal expertise with teacher and students
- Plan with partner teacher to implement mini-lesson plans
- Determine, and arrange for, a variety of experiences in different grade levels and subject areas – experiment with multi-age/multi-grade learning if possible

Inquire and Collaborate – Let Your Professional Curiosity Guide You

- Establish a way (journal/notebook/electronic document) to keep track of observations and insights:
 - Initiate a conversation with your collaborating teacher and administrator about their role in the school community
 - Inquire about a tour of the school on the first day in the school
 - Inquire about the various roles in the school (administrators, administrative assistant, resources and support personnel, librarians, E.A.'s, caretakers, etc.)
 - Be open to, and plan for, possible participation in extra-curricular events, PD opportunities, supervision, etc. (clarify the expectations around supervision and staff meetings).
 - Plan to accompany your collaborating teacher on supervision (e.g. bus, recess)
 - Be open to, and plan for, working with parents and families

- Inquire about how the community shapes the experiences and expectations of teachers
- What is the intent of observing? How is the information relevant and significant? How are you recording these observations in your journal?
 - Ask your collaborating teacher how you can take responsibility within the lessons (i.e., distributing handouts, collecting assignments, organizing groups, etc.)
 - Work with students, or groups of students, that your partner teacher has suggested you work directly as a learning support
 - Ask questions about curriculum, instruction and assessment. Be conscious of how teachers differentiate lessons for diverse learners in the classroom. Consider culture and the ways in which teachers create lessons that incorporate the lived experiences of students in the classroom
 - Be cognizant of how many professionals may already be interacting with the student: speech pathologist, learning assistant teacher, EA, medical facilitator and learn about/respect their roles.
 - Be professional and ethical in your discussions inside and outside of the classroom
- Be cognizant of student privacy when engaging in conversations. Talk to your collaborating teacher about pertinent background information. Look for opportunities to use your observations and reflections in your university classes
 - Research the history and socioeconomic demographics of the school and the community you will be working in
 - Observe and record your reflections pertaining to what you have learned about the students (names, interests, family backgrounds, strengths, supports, etc.)
- Take the time to reflect upon the entries in your journal. Which entries stand out as being pivotal to your teacher identity? Which entries reflect growth? How might these entries support the Essential Conversation?
 - Share pertinent information and knowledge gained from the College of Education with your collaborating teacher to discuss the extent to which theory shapes/reflects practice
 - Engage in conversation about your unique strengths and background upon which you can draw strength as a professional educator
 - For the two lesson plans that you teach, facilitate a post-lesson reflective conversation focused on what you learned about your teacher identity.
- Engage in the opportunity to provide feedback on the experience through the College survey that is distributed at the end of the field experience

Collaborating Teacher (CT)

Assessment Responsibilities

- Support the teacher candidate during their self-guided inquiry on Teacher Education Certification Competencies through discussion, clarification, elaboration, and feedback.
- Conduct a pre-observation meeting with the teacher candidate that will be the basis of a model lesson you will teach as part of a formal observation.
- Provide support and constructivist feedback on two written lesson plans supplied by the teacher candidate
- Hold an essential conversation with the teacher candidate that becomes the basis for the final assessment.

- Complete the assessment forms on the 9th or 10th day of the field experience
- Help to collect all signatures for the final assessment, scan the final document, email the signed electronic document to education.fieldoffice@usask.ca
- **Give a copy of the signed assessment to the teacher candidate for their files, and so that they can upload a copy to the link provided.**
- Communicate any concerns related to professional practice to the Field Experience Coordinator at any time during the Field Experience

Allow opportunities for broad based Experiences:

- Multiple grade experiences
- Multiple subject area experiences
- Multi-age/multi-grade opportunities
- Participation in extra-curricular events and PD opportunities, by invitation
- Shadowing professionals with different roles

Create opportunities for teacher talk:

- Discuss targets for lessons and observations, preview lesson plans with teacher candidate before the teaching takes place to ensure the plan fits with your classroom learning goals (post-instructional discussions can include written suggests for the teacher candidate)
- Extend Professional Learning Communities where appropriate – one large or several small groups of teachers and teacher candidate focused on one or more school or divisional goals related to the Learning Improvement Plan
- Discuss how the nature of the community impacts the experiences/expectations of teachers

Experiment/Risk-take

- Support teacher candidate to team teach with peers or with the classroom teacher

Complete Field Experience Assessment forms with teacher candidates

- Complete the assessment forms on the 9th or 10th day of the field experience

Direct

- Help the TC get involved in the community
- Greet the TC and give them a tour of the school on the first day in the school
- Introduce the TC to the people in various roles in the school (administrators, administrative support, resource teacher, librarian, EAs, caretakers)
- Guide the TCs in learning about the students (names, interests, family backgrounds, strengths, supports, etc.)
- Encourage participation in extra-curricular events, PD opportunities (days may not coincide), supervision, etc.
- Try to provide opportunities for teacher candidates to meet/work with parents/family/community members
- If you have preparation time, provide a different teacher or classroom opportunity for the TC. TC is not with you during prep time, unless you ask them to be.
- Discuss the community context (history, socioeconomic demographics of the school and community, family backgrounds, community, culture) and its impact on teaching and learning

Delegate

- Assign the TC logistical responsibilities within your lessons (i.e., distributing handouts, collecting assignments, organizing groups, etc.) so that they become more comfortable moving around the classroom

- Create opportunities for the teacher candidate to work directly with individual students, and/or small or large groups of students
- Direct the TC to appropriate First Nations, Metis and or Inuit instructional resources to be used in upcoming teacher-led lessons
- Provide the opportunity for the TC to incorporate technology in lessons (PowerPoint, Smart board, document camera, etc.)
- Assign the TC teaching responsibilities within teacher-led lessons (e.g., answering questions, leading discussions, conferring with students, teaching mini-lessons related to the topic of the larger lesson, assisting specific students, etc.)
- Have the TC teach from sub-plans when applicable.

Discuss and Reflect

- Discuss the school and classroom culture, classroom routines, division goals and philosophy
- Model lifelong learning through reflective conversations with the TCs, modelling critical examination of practice, etc.
- Assist in the development of the TCs teacher identity through professional conversations about:
 - o Teaching philosophy
 - o Professionalism
 - o Relationship building with students, staff, parents, and the community
 - o Student learning
 - o Inclusive education
 - o Rural and or First Nation Education contexts: challenges, benefits, supports
- Engage in the opportunity to provide feedback on the experience through the College survey that is distributed at the end of the field experience

School Principal

Placement Process

- Respond to system leader requests to support the field experience process
- Solicit interest from teachers regarding their potential to act as collaborating teachers
- Confirm number of placements with the Field Experience Coordinator
- Confirm and communicate placements to collaborating teachers once matches have been made and forwarded by the Field experience Coordinator
- Investigate and communicate possible venues for accommodation for teacher candidates
- Be open to requests from teacher candidates to visit the school prior to the field placement

Facilitate

- Be aware of the expectations of the field placement and help to facilitate learning opportunities
- Support the collaborating teacher in setting up learning opportunities for the teacher candidate
- Engage in conversation about teaching, learning and leadership with the teacher candidate
- Provide constructivist feedback to the teacher candidate
- Where possible, introduce the teacher candidate to school and community members, events and opportunities
- Support the collaborating teacher and/or teacher candidate when questions or concerns arise

- Communicate any concerns that may affect the outcome of the field placement to the Field Experience Coordinator
- Collaborate and provide input in team meetings between the teacher candidate, the collaborating teacher, Field Experience Coordinator if required

Assessment Requirements

- Support the outcome of the final assessment by signing the final assessment document
- Provide feedback on the field experience course to the Field Experience Coordinator

Field Experience Coordinator

Placement

- Coordinate school placements in collaboration with educational system leaders
- Communicate school placements to teacher candidates
- Disseminate information to superintendents, administrators, collaborating teachers, and teacher candidates (handbooks, course syllabus with assessment information, dates, expectations)
- Manage and review all incoming assessments to determine final grade

Field Study Placement and Procedures and Supports

EDST 213.0 is a required course that involves school-based experiences at a rural or First Nations School. This course holds zero credit, so no tuition is charged. All placements **MUST** be facilitated by the Field Experience Coordinator. **Teacher Candidates are not authorized to create their own placements. Although teacher candidates may be asked to offer location preferences, these are not guaranteed.** Sites of potential conflicts of interest will be avoided (i.e., working in schools where family may be employed or requests for particular teacher candidates). Please note that the intent is to give teacher candidates diverse experiences, and therefore placements vary within and across all Field Experiences.

Placement Process (monthly processes subject to change)

- September: Determination of number of placements needed for spring
- October – December: First contact with teacher candidates to initiate communication regarding field placements
- February:
 - Student information survey to be sent to students
 - School offer callout to be sent to Superintendents
 - School administrators and/or teachers fill out the survey
- March:
 - Information and Orientation Session with Winter teacher candidates
 - Matching process is in order
 - Placement approval from Superintendents
- April:
 - Confirmation of placements to be sent out to all parties in early April
 - Orientation session with teacher candidates
- May: Field experience

CRIMINAL RECORD CHECK

A Criminal Record Check (CRC) with the additional requirement of the Vulnerable Sector Check is mandatory for ALL Teacher Candidates. These are necessary for any individuals who will be working with children. Costs for the CRC are the responsibility of the teacher candidates.

Teacher candidates must upload one original CRC to the Field Experience Coordinator of EDST 213. Field Experience will email the CRC to the school division office that is connected to the partnership school.

****You will need to apply potentially four (4) times. One for EDST 213, another one for EDST 321, 322, and last one for EXPR 422.**

1. The criminal record check (CRC) must be an original document that is **dated within six months of the start date for field experiences and includes a vulnerable sector check.**

2. Teacher candidates will not be allowed to enter a school for field experiences or extended practicum without a passed CRC delivered to the appropriate location.
3. CRCs can be obtained from the local city police or the RCMP in your area, and can take about two weeks to process by these groups. Field Experience Office staff suggest that teacher candidates request three originals so that you can retain some for future use.
4. The costs for the CRCs are the responsibility of the applicant.
5. Verbal reporting of any new criminal charges must be done (no later than two working days after being charged) to the Director of Education in the school division where field experiences/extended practica are taking place. This report must be followed immediately by a written report outlining the charges. Relevant circumstances may be included so that the Director can investigate further.

If You Have a Criminal Record

Teacher candidates with a criminal record are advised to seek advice as to whether they will be eligible to complete a field experience, the extended Practicum, or teach once they graduate. Teacher candidates are advised to apply for a record suspension as soon as possible. Further information regarding eligibility to receive certification and application for a pardon can be found at: <https://www.canada.ca/en/parole-board.html>

Record Suspensions: Under the Records Act (CRA), the PBC may order, refuse to order, or revoke record suspensions (formerly pardons) for convictions under federal acts or regulations of Canada. Learn about the eligibility criteria for a record suspension and how to apply for one.

ASSESSMENT REQUIREMENTS

Note: All Assessments should be conducted and submitted by the Teacher Candidate

Assessment: Pass or Fail

Assessment	Purpose of Assessment Activity	Submitted to University	Timeline
Holistic Observation	To learn about the people and spaces you are preparing lessons for. Contextual observation used to tailor lessons to audience and community.	Yes Link will be provided	End of Practicum – begin on day 1 & 2
Self-guided inquiry Questions	Questions related to TECC competencies to help guide field study. Format determined by teacher candidate.	Yes Link will be provided	Questions created with Field Team during Info Session, used through duration of field placement
Model lesson observation and reflective conversation	Watch your CT teach a lesson, and have a reflective conversation about your observations.	No	End of first week or beginning of second week

Two written lesson plans with reflections	Simple lesson plan format provided on Field website.	Yes Link will be provided	One lesson per week
Essential Conversation	Focus conversation on practicum outcomes (prompts are provided on website)	Yes Link will be provided	Completion on the 9th or 10th day of field placement
Final Assessment	Acts as final accountability for completion of course requirements	Yes Link will be provided	Completion on the 9th or 10th day of field placement

PROFESSIONAL BEHAVIOR AND ATTENDANCE

All teacher candidates are affiliate members of the Saskatchewan Teachers Federation and are therefore held to the professional and ethical standards and codes of conduct of the Saskatchewan Teacher Association. They are also held to the professional and academic standards of the Saskatchewan Teachers Regulatory Board, the College of Education and the University of Saskatchewan. These codes/expectations can be found at the following URL's:

[Saskatchewan Teachers' Federation: Code of Professional Ethics](#)

[Saskatchewan Teachers Federation: Standard of Practice](#)

[Saskatchewan Teachers Federation: Teacher Professionalism](#)

[Saskatchewan Teachers Federation: Codes and Standards](#)

[College of Education Professional Accountability](#)

[College of Education: The Profession](#)

[University of Saskatchewan Learning Charter](#)

[University of Saskatchewan Academic Conduct](#)

[Student Conduct and Appeals](#)

[Guidelines for Academic Conduct](#)

[Academic Misconduct](#)

[Non-Academic Misconduct](#)

In addition to professional behavior, appropriate attire is important during Field Experience. Clean and professional clothing is expected. Students are advised to follow the professional dress expectations of the school.

Accommodation Planning for Teacher Candidates with Disabilities

The College of Education's Bachelor of Education (B.Ed.) program is required to provide reasonable accommodations to students with disabilities so they can develop the competencies required for the profession of teaching. This policy is informed by Saskatchewan Human Rights legislation and the University of Saskatchewan Students with Disabilities: Academic Accommodation and Access Policy.

<http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>

Teacher candidates with disabilities who anticipate they may need reasonable accommodation in order to meet the required standards are responsible for registering with Access and Equity Services (AES) as soon as possible (preferably prior to school start-up).

<https://students.usask.ca/health/centres/access-equity-services.php>

Field Experiences Accommodation Plan

Field Experiences office at the College of Education have also developed an accommodation plan for teacher candidates when completing their field-based experiences (213, 321, 322, and 422). This plan is separate from the AES accommodation plan and is to offer relevant support when in the field. Once you have registered with AES, then you can meet with the coordinator at our Field Experience office to create an accommodation plan tailored for your field experience.

<https://education.usask.ca/students/undergraduate/field-experiences.php#Professionalism>

Please note: An accommodation plan does not change the requirements of the field experience, but instead works to create appropriate accommodations so that the requirements can be completed. The essential skills to which teacher candidates are made aware at the time of admissions also apply for the field experience.

Due to the confidential nature of an AES plan, it is the teacher candidate's responsibility to share details of the plan (not the diagnosis) and needs. However, if the plan has not been shared nor needs discussed, having an AES designation may not be used as a reason if a teacher candidate struggles.

<https://education.usask.ca/students/undergraduate/essential-skills.php>

Dealing With Conflict or Concerns

Teacher candidates are guests of the school systems that agree to host them. On occasion, teacher candidates and collaborating teachers may face differences of opinion, interpersonal conflict, or concerns regarding competence, attendance, or professional behavior. Should such concerns arise, it is expected that the teacher candidate and the collaborating teacher will first follow professional codes of conduct. The first step is openly discussing the concerns and attempt to address them together, unless there is just cause for one or the other person to feel that there is harassment or discrimination at play which creates an unsafe environment. If concerns continue, the teacher candidate and/or the collaborating teacher should involve the school principal and contact the Field Experience Coordinator to work toward a resolution. The teacher candidate and/or field-based partners should feel comfortable contacting the Field Experience Coordinator at any time during the field placement to answer any questions or work through any concerns that arise. If it is deemed necessary or appropriate given just cause, the partner school can decide that it will no longer host the teacher candidate and elect to terminate the placement.

EDST 213.0 Syllabus

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relations with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This two-week field experience involves directed observation and participation in a school classroom in rural Saskatchewan or a First Nations community. The field experience carries no credit but is a program requirement.

Rationale

The course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity. It supports a goal of ensuring that students receive diverse field experience opportunities over the course of B.Ed. program and will help to build significant relationships with rural school divisions and First Nations partner schools. It will also provide teacher candidates with professional experiences from which they will be able to draw in preparation for, and in order to deepen their knowledge of, educational constructs and teaching practices that they will learn more about in their upper year courses and subsequent field experiences.

Learning Outcomes

By the completion of this 0-credit unit course, teacher candidates will:

- Become familiar with Teacher Education Certification Competencies (TECC) of the Saskatchewan Professional Teachers Regulatory Board (SPTRB);
- Gain experience with lesson planning.
- Engage in the lived experience of teaching a lesson.
- Consider what constitutes “evidence” of Teacher Education Certification Competencies in teacher practice.
- Understand how Teacher Education Certification Competencies are embedded in the “everyday” professional expectations of teaching.
- Increase awareness of the complex nature of teaching.
- Reflect on one’s personal and professional strengths as a teacher.
- Create plans for developing one’s own professional capacity as a teacher.
- Inquire into the nature of professional practice.
- Develop respectful, mutually supportive, and collaborative professional relationships
- Develop an awareness of the unique community and cultural dynamics of rural or First Nations communities.

In order to meet the learning outcomes of this course, teacher candidates will engage in a number of field experience opportunities:

- Observe and interact with students, paying particular attention to student diversity in terms of culture, language, learning styles, and engagement in learning.

- Observe teacher preparation efforts, teaching styles, instructional styles, assessment methods, extra-curricular participation, and relationships with students and other colleagues.
- Be involved in classroom activities by assisting teachers, tutoring individuals, and working with small groups.
- Attend to aspects of the school and the school culture outside of the classroom: playgrounds, staffrooms, extra-curricular events, school events, etc.
- Create opportunities to observe in at least one unfamiliar teaching area and/or support program.
- Co-plan and teach at least two written lessons in a placement classroom that have been prepared with a focus on one or more Teacher Education Certification Competencies. Acquire feedback from a partner teacher.
- Use the Teacher Education Certification Competencies to focus written reflections on observations, participation and the two lessons taught.
- Develop professional identity, gain insight into the realities of classroom teaching, and evaluate career choice.
- Begin to develop professional connections within Saskatchewan schools.

Additional Activities can be found in Appendix A.

Teacher Education Certification Competencies (SPTRB)

Student observations, participation and teaching efforts will focus on the Teacher Education Certification Competencies that teacher candidates are expected to demonstrate in order to receive professional certification from the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

NOTE: These competencies are required by teachers who wish to be certified in Saskatchewan. Certificates are required in all Saskatchewan public, Catholic and Independent schools, and may be required by schools operated by First Nations. In these schools, there may exist other valuable competencies or standards of professional practice that teachers are asked to demonstrate/develop and could be used to broaden the experience of teacher candidates.

1. Professional (Personal) Competencies
1.1 Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;
1.2 Demonstrates ethical behavior and the ability to work in a collaborative manner for the good of all learners;
1.3 Demonstrates a commitment to social justice and the capacity to nurture an inclusive equitable, and culturally responsive environment for the empowerment of all learners;
1.4 Demonstrates a commitment to service and the capacity to be reflective lifelong learners and inquirers
2. Knowledge Competencies
2.1 Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;
2.2 Demonstrates knowledge of First Nations, Metis & Inuit culture and history (e.g. treaties, residential school, scrip, and worldview) and their impacts on contemporary experiences and relationships

2.3 Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);
2.4 Demonstrates an understanding of the organizational and legal contexts of schooling;
2.5 Demonstrates proficiency in the language of instruction;
2.6 Demonstrates ability to use technologies readily, strategically, and appropriately; and
2.7 Demonstrates ability to strive for/pursue new knowledge

3. Instructional Competencies
3.1 Demonstrates the ability to use educational research, inquiry and data for planning, instructional and assessment purposes;
3.2 Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
3.3 Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings

4. Curricular Competencies
4.1 Demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;
4.2 Demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspective into all teaching areas; and
4.3 Demonstrates the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways

Class Schedule

Normally, EDST 213.0 will take place over the course of two consecutive weeks in spring term in a rural or First Nations School.

Attendance Expectations

Teacher candidates will attend one orientation seminar on campus prior to the beginning of their placement where they will learn a variety of skills, supported by the EDST 213.0 Field Experience Coordinator. Attendance in this field experience is considered to be similar to the expectations for teachers in schools. Teacher candidates will be punctual, will attend all class dates for the field experience, and will not arrive late or leave early from school without just cause approved by the collaborating teacher. Time lost impacts the completion of course requirements, professional responsibility, collaborating teacher responsibilities, instructional time, and building relationships

Should an absence or late be necessary for compassionate, medical or emergency reason, teacher candidates must communicate with the collaborating teacher, school principal, and Field Experience Coordinators (via email: education.fieldoffice@usask.ca) prior to 8:30 a.m. (or half an hour before school begins) on the day of the absence, with acceptable explanations provided. Reoccurring late

arrivals or absences should be communicated to the Field Experience Coordinator by the collaborating teacher and may be taken into account when completing the final assessment.

In cases of unacceptable or recurring absenteeism, the field team (including the collaborating teacher, school principal and Field Experience Coordinator) can exercise the right to exclude the student from the Essential Conversation, which is a requirement to pass this course. Students having valid reasons for being absent from a class (illness, death in the family, etc.) shall provide the collaborating teacher and Field Experience Coordinator with appropriate evidence to support the reasons given. However, given short duration of the course and its schedule near the end of the school year, extensions will be rare, and teacher candidates may have to repeat the course.

Note: Because teaching is a profession in which ethical and professional behavior is a requirement for service, a teacher candidate may fail the course for issues related to attendance or unprofessionalism regardless of whether or not they meet the academic requirements of the course.

Criminal Occurrence Security Check/Criminal Record Check (COSC/CRC)

Please refer to the Field Experiences website for all detailed information.

<https://education.usask.ca/students/undergraduate/field-experiences.php#Professionalism>

Recommended Resources

For extensive support information on field experiences, visit the College of Education Field Experiences website:

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#FieldExperiences>

Other Recommended Materials

McTighe, J., & Wiggins, G. (2005) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong publications.

Assessment: Pass/Fail

Data for evaluation is drawn from:

I.	Holistic Observation
II.	Self-guided inquiry of the Teacher Education Certification Competencies
III.	Two written lesson plans with summative reflections
IV.	Essential conversation with partner teacher
V.	Final Assessment Document with all required Signatures

I. Holistic Observation

Learning Intent

- Purposeful observation of the classroom environment, with a particular focus on the students and their needs
- Purposeful observation of the teacher and how the adults in the school meet all of the needs of the students

Spend time familiarizing yourself with the Holistic Observation document, as it is used in all field experience courses to enhance lesson and unit planning that includes appropriate activities and assessments.

II. Self-Guided Inquiry of the Teacher Education Certification Competencies

Learning Intent

- Familiarity with the Teacher Education Certification Competencies (TECC)
- Inquiry into the nature of professional practice

Spend time familiarizing yourself with the Teacher Education Certification Competencies (TECC) endorsed by the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

Generate at least one personal inquiry question for each of the four TECC categories that you will explore throughout your field experience.

Sample inquiry questions: (these are examples – create your own and discuss them with your partner teacher)

Professional Competencies:

1. In what ways might I develop professional relationships with my students and their parents?
2. How do I develop professional relationships with my colleagues?

Knowledge Competencies

1. In what ways can I infuse First Nations, Metis and Inuit content, perspectives and ways of knowing into my lesson design and delivery?
2. In what ways can I attend to my professional growth in the area of _____?

Instructional Competencies

1. What assessment and evaluation practices are best suited to the subjects I am teaching?
2. In what ways can I differentiate my instruction to meet the needs of all students?
3. In what ways can I differentiate assessment in order to meet the learning needs of all students?

Curricular Competencies

1. What do my units and lessons need to look like?
2. How do I reflect the community and/or student context in my design and delivery of instruction?

As you explore your inquiry questions throughout your field experience, you might:

- Ask your partner teacher to share ways in which they have addressed your question in their practice.
- Consider professional learning and action you might take in order to grow in that competency.

- Connect with another teacher or expert regarding your inquiry question.
- Seek out and read resource materials related to that competency.

Use what you have learned throughout your inquiry to complete the Self-Reflective Progress component of the Final Assessment. **The completed Final Assessment is to be forwarded to the Field Experience Office by the Collaborating Teacher once signatures have been procured, and uploaded by you to the link that will be provided.**

III. Model Lesson Observation

Learning Intent

- Familiarity with the Teacher Education Certification Competencies (TECC)
- Inquiry into the nature of professional practice
- Understanding how TECC are embedded in the “everyday” professional expectations of learning in Saskatchewan.
- Developing respectful, mutually supportive professional relationships.
- Increasing awareness of the complex nature of teaching in Saskatchewan schools.

The collaborating teacher will provide and teach a model lesson. Prior to teaching the lesson the collaborating teacher will discuss with the teacher candidate the design and instruction aspects to focus on while the lesson is being taught. The collaborating teacher will share with the teacher candidate how those aspects of design and instruction connect to the TECC.

It is important to note that the collaborating teacher’s demonstration of some elements of the TECC might be highlighted more in the design rather than the delivery of the lesson. *That is, the collaborating teacher might share more related to the design elements in reference to the inclusion of TECC; reflective practice; knowledge of First Nations, Métis and Inuit history; ability to pursue knowledge; knowledge and use of curriculum and policy documents; and/or the ability to shape a “lived curriculum” as the lived experiences of students and teachers become the focal point for achieving the learning outcomes of Saskatchewan curricula.*

Following the model lesson, the collaborating teacher and teacher candidate will discuss the focused-upon aspects of the lesson (design and/or instruction). The collaborating teacher might ask questions such as:

- Given your impressions of the design and delivery of this lesson, what might we discuss that would be most beneficial to you as you consider your own growth as a professional educator?
- As you think about the aspects of the lesson upon which we focused, what did you notice and what questions might you have?
- What connections are you making between the model lesson and your own practice?
- As you consider your TECC personal inquiry questions, what is coming to mind for you?

This reflective conversation is meant to support the focus of the teacher candidate’s inquiry questions and to provide an intentional space to discuss practice subsequent to a focused observation of a collaborating teacher. No documentation needs to be provided to the Field Experience Office.

IV. Two Written Lesson Plans Reflection

Learning Intent:

- Developing respectful, mutually supportive professional relationships
- Gaining experience with lesson planning
- Engaging in the lived experience of teaching a lesson
- Reflecting on one's personal and professional strengths as a teacher
- Creating plans for developing one's own professional capacity as a teacher

Using the lesson plan template provided in Appendix B, co-plan and develop two written lesson plans that you will teach in your field placement school. Your lesson plan should highlight at least two Teacher Education Certification Competencies on which your collaborating teacher will focus part of the observation. Have a conversation prior to the lessons with the collaborating teacher so that the two of you are clear on the focus of the lesson. After teaching the lesson, set up a time to meet to receive feedback on your lesson. At least one day after you have received feedback, write a reflection that addresses the following questions:

- What did you enjoy the most about the experience of planning, teaching the lesson, and obtaining feedback on your practice?
- What did you enjoy the least about the experience of planning, teaching the lesson, and obtaining feedback on your practice?
- Reflect on the feedback you received on your desire to address two Teacher Education Certification Competencies. What evidence was there in your lesson plan and the teaching of the lesson of these competencies? What thoughts, concerns, or professional questions do you now have about planning, teaching and learning as a consequence of engaging in this work?
- What more could you do to increase your skills, knowledge and self-confidence in these areas?

Note: Additional Lesson Plan templates can be found at

<https://education.usask.ca/students/undergraduate/field-experiences.php#ExtendedPracticum>

This activity is meant to engage the teacher candidate in skill development related to lesson planning, focus on curricular outcomes, instructional strategies, and assessment. It is likely that this is the first time that many teacher candidates will have formally attempted to teach a lesson based on a lesson plan. The lesson plans should be a basis of dialogue, feedback, and professional growth. These plans do not have to be submitted to the Field Experiences Office unless the collaborating teacher believes that these lessons should be presented as evidence for a discontinued field placement.

V. Essential Conversation

The final formal assessment is based on an essential conversation that takes place between you and your collaborating teacher on one of the last two days of this field experience (see Appendix C). This conversation should be scheduled for 30 minutes. During this conversation, you and your collaborating teacher will review your experiences at the school and reflect on the professional learning that has taken place over the two weeks. In particular, the conversation should touch on the extent to which the learning outcomes of the course have been met in relation to your professional growth as a teacher. During this conversation, your collaborating teacher should sign the final form

that verifies that you have completed all the required activities for this course, and acknowledges that you are able to progress to the next level of study. **It is the responsibility of the collaborating teacher to forward the signed Final Assessment to the Field Experience Office at education.fieldoffice@usask.ca** The teacher candidate will also upload the document to the link provided.

Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check:

<https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 966-7273 or aes@usask.ca

The Field Experiences Office has an accommodation planning process for teacher candidates who access AES. The Field Experiences accommodation plan at the College of Education has been developed to support students during their Field Experiences courses (student teaching and Extended Practicum) who are registered with AES. It is an extension from the plan developed by AES and focuses on accommodating teacher candidates while they are in the schools.

Please make an appointment with the Field Experience team to develop your plan. It is beneficial to make an appointment prior to your field experience course so the accommodation is completed before your time in the schools. For more information, please visit the Field Experiences website at: <http://www.usask.ca/education/students/undergraduate/field-experiences.php#ContactUs>

Professional Accountability

Professional Accountability: Supporting College of Education positive relationships students, staff, faculty, and instructors in the College of Education aspire to the high standards of professionalism associated with the teaching profession.

Please view the College of Education website re: Professional Accountability

<https://education.usask.ca/students/professionalism.php#TheEducatorsProfession>

In addition to professional behavior, appropriate attire is important during Field Experience. Clean and professional clothing is expected. Students are advised to follow the professional dress expectations of the school.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the following web site <http://www.usask.ca>

College Supports

Undergraduate Field Experiences Coordinators, Field Experiences Officer, Academic Advisors, College of Education

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the [Regulations on Academic Student Misconduct](#) as well as the [Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals](#).

For more information on what academic integrity means for students see the [Student Conduct & Appeals](#) section of the University Governance Office.

Appendix A: Sample Activities

Some Suggested Activities for Pre-Internship Field Study:

This can be found on the Field website as well under EDST 213 Suggested Activities

Get to know students

- Record observations about individual and group particularities (including patterns related to age, gender, learning abilities, interests/hobbies, apparent learning styles, apparent cultural/ethnic/racial/backgrounds, apparent socio-economic class, etc.)

Get to know the community

- Walk with a colleague around the community close to the school,
- Write a brief description of what is seen, heard, etc. (photo can be taken)
- Look at the community as a resource for students of the school - jot down ideas for local field explorations

Get to know the school

- The physical and social organization of the school
- Manner in which students interact with each other and the staff
- Patterns in how school life is organized

Observe learning activities in several classrooms and subject areas.

- Describe some particularities about the students in the classrooms, as well as the physical environment and materials in the classroom
- Describe opportunities for students to learn formally and informally in the classroom, in the school and in the community

Discuss assessment and evaluation practices with a teacher

Work with individual students (with advice/approval from a teacher)

- Work with an individual student who needs extra support (e.g., read to a primary-aged student, listen to a student read, or help with assigned tasks at the secondary level)
- Carry out more intensive individual tutorial work under the supervision of a collaborating teacher or faculty team (e.g., a teacher/faculty member may request development of a learning profile for individual students in particular subject areas)
- Work with small groups of students in centres or workshop settings (e.g., help a group of students with literacy tasks while their teacher is carrying out a guided reading lesson, or help with science or social studies centres or labs)
- Help prepare materials for the classroom and/or find resources that represent Aboriginal and multicultural perspectives

Assist a learner for whom English is an additional language in developing cultural background knowledge (e.g., by engaging in conversations during short walks around the school or community and helping with assignments)

- Carry out interest inventories with students to provide useful information to the teacher as they choose reading materials**
- Help plan ways of infusing Aboriginal and multicultural content and perspectives into lesson and unit plans**
- Plan and implement a small group activity, using a lesson plan format**
 - Write a reflection about this and/or ask a peer coach to respond to your plan and implementation of it
 - Small group lessons may be part of an assignment such as a 'mini-unit' or centre activity
- Team-teach lessons with a colleague or collaborating teacher for a whole class**
 - Plan, implement, and write a reflection with your colleague
 - Elicit feedback (oral or written) from a peer coach, faculty member or collaborating teacher
- Share particular strengths or skill set with partner school staff (e.g., experience with particular computer program or information technology could be shared to complement a teacher-designed lesson or unit)**
- Work as junior colleagues with partner school teachers - they will be interested in new ideas and strategies**
- Arrange an opportunity to observe learning in an unfamiliar teaching area** (e.g., if physics is Teaching Area One compare the language and ways of knowing across physics and chemistry, history or biology; explore how to infuse Aboriginal and multicultural perspectives and ways of knowing across subject areas)
- Take advantage of professional development opportunities offered through the school or school division**
- Share professional reading materials from on-campus studies** (e.g., establish or participate in a reading circle or discussion group with teachers and teacher candidates in your school)

Appendix B:

Simplified Lesson Plan Template

Note: Lesson plans are to be uploaded to the folder that Sphinx has provided. These lessons may referred to in case difficulties arise.

<p>Date:</p> <p>Subject: Grade:</p> <p>Author:</p> <p>Length of lesson (time):</p> <p>Materials: (remember to give credit to your source)</p>
<p>Outcomes:</p> <p>Indicators:</p>

What is the purpose of the lesson?

For what TECC competencies do you believe your lesson will provide evidence (limit to one or two)?

As you work with the students, how will you know whether you have to make any changes to your plan? (e.g., ask them specific questions? Use a KWL chart? Have students fill in a graphic organizer? Look for specific kinds of behaviours/actions?)

How will you introduce the lesson? (is there something that would capture students' interest/attention?)

Steps of the lesson:

How will you wrap up the lesson? (e.g., exit slip? Journal? Brief discussion? One-minute essay?)

Reflections on the lesson:

- 1) How was this lesson effective/not effective?

- 2) Suggestions for a future lesson of this type

- 3) Changes made to the lesson while teaching

- 4) What strategies could I use to reinforce this lesson?
(Ideas and/or suggestions from others)

Appendix C: Prompts for the Essential Conversation

EDST 213 Essential Conversation Prompts

These are intended to initiate conversation. This is not a checklist. Reminder – keep it to 30 minutes. You may not get through every area.

TECC competencies

- Please share the results of the self-directed inquiry.
- How has the inquiry deepened your understanding of the TECC competencies?

Lesson planning

- Share your reflections about the lesson plan and planning process.
- How did the actual experience of teaching a lesson compare with what you thought it would be like? Do you have successes or struggles to share?

Evidence for TECC in practice

- What TECC competencies were applicable to your lesson? Was it difficult to focus on one or two?

TECC embedded in everyday teaching

- When you reflect on the classroom you were just in, where do you see the TECC competencies embedded (for example, diversity, inclusion, different instructional strategies, different assessment techniques, social justice issues, FNMI content/perspectives/ways of knowing)?

Complex nature of teaching

- Given that this is/was your first formal experience in a classroom, how would you describe the number of plates that a teacher has to keep spinning?

Personal and professional strengths

- What did you discover about yourself as a teacher?
- What is a strength?
- What is a goal for your next practicum (or even a lifelong goal)?

Professional practice

- What questions do you have that we have not had a chance to answer?

Kind of learning community

- Where did you see communities of learners? Informal or formal?
- Were you able to be a part of one – observer? Active contributor? Etc.

Appendix C & D: Essential Conversation and Final Assessment

EDST 213.0

This is now under a separate link on the Education Field Office Website under EDST 213 - EDST 213 Essential Conversation & Final Assessment:

<https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/practicums/edst-213.php>