





UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

EDST 321 GUIDEBOOK

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Introduction

This Field Study Handbook and the associated Field Experience Syllabus 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).

U of S College of Education Field Practicums are delivered in a variety of ways, depending on year in the program and program type (Indian Teacher Education Program/ITEP, Saskatchewan Urban Teacher Education Program/SUNTEP, and four-year Direct Entry program). 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 current program actualize the belief that field practicums 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 EDST 321.3 (Field Experience: Learning in Context) and EDST 322.3 (Field Experience: Relational Curriculum-Making in Practice, Planning, Adapting and Assessing). In this way, teacher candidates can expediently attend to aspects of their professional portfolio. This dynamic exposure to life in schools is intended to illuminate and motivate the development of competencies that teachers require as well as offer deep reflection regarding career choices.

While the language of early Field Study has moved away from terms like “student teaching” to “Field Practicum”, the language regarding the extended practicum module has also changed. “Field Experience Professional Extended Practicum” is the title of the current course EXPR 422.15.

In the routine cycle of field practica, Direct Entry students take EDST 213.0 at the end of their second year, EDST 321.3 and 322.3 in their third year in the College, with EXPR 422.15 occurring in their fourth and final year.

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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.

Saskatchewan Teacher Certification 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, approved by the Saskatchewan Ministry of Education's Teacher Education, Certification and Classification (TECC) Board, are listed below. They have been utilized as goals and outcomes for the Professional Growth Plan teacher candidates will complete as part of EDST 321 and 322 field experiences (see Appendix A).

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 and equitable 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, Metis & 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.
- 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, Metis, and Inuit knowledge, content, and perspective 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.

The Role of The Teacher Candidate

Inquire and Collaborate

1. Beginning (First 2 weeks)

- Please find a journal/notebook that you are comfortable using for keeping track of observations and insights gained through your field practicums. It is an expectation that you will use these entries to record your critical reflections and targeted observations. More details will be shared at your first seminar.
- Observe the students in your classroom to complete the Holistic Observation. In which quadrant do students show strengths or where are there needs which must be addressed to facilitate learning? Discuss with your collaborating teacher prior to submitting.
- Student privacy is a legal requirement, when engaging in conversations or when looking at documentation. Talk to your partner teacher about pertinent background information. Look for opportunities to use your observations and reflections in your university classes.
- Initiate a conversation with your partner teacher and administrator about their roles in the school community (1.1)
- Inquire about a tour of the school on the first day in the school
- Use some place-based thinking and make time to walk around the vicinity of the school and surrounding community. Take note of the following:
 - How do the surroundings affect the students and the school?
 - How would the community be useful in your lesson planning?
- Initiate a conversation about the various roles in the school (administrators, secretary, resource and support personnel, librarian, EAs, 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).
- Compose and send an introductory email or letter to the parents of the students you will be working with (1.1, 1.2, 2.5)
- Research the history and socioeconomic demographics of the school and the community you will be working in (2.1)
- Observe and record your reflections pertaining to what you have learned about the students (names, interests, family backgrounds, strengths, supports, etc.) (1.1)
- How have your observations been valuable in understanding your students' needs and identities?
- What is the significance of different learning contexts in the social, emotional, physical, and cognitive development of the students? (home, community, classroom)
- How could this knowledge inform your planning, assessment, and teaching?
- Sketch floor plans of different classrooms and describe possible factors that may contribute to why certain organizational features exist in different classrooms.
- Share personal experiences and the importance of re-examining assumptions based on previous experiences.

2. Middle (February – mid-March)

- Determine, and arrange for, a variety of experiences in different grade levels and subject areas. (2.3)

- Utilize information you've received from resource or support personnel about planning for, and implementing adaptations that can be made for specific students who need additional support; or read EdPsych, SLP or OT reports if allowed. (1.2, 1.3)
 - Share some pertinent information and knowledge gained from the College of Education, with your partner teacher. (1.2, 1.4).
 - Have a conversation about your unique strengths and background.
 - Review the teaching requirements for 321 and do some pre-planning with your collaborating teacher as to what this may entail, and what possible timeline you may be looking at. (1.2, 2.5, 1.4).
 - o Plan the lessons with your collaborating teacher, including conversations about the curricular goals, identifying teaching (PGP) targets, assessment and instructional strategies that you may want to consider, or that your collaborating teacher may suggest.
 - o Ask for growth-focused feedback from your partner teacher after you have taught the lessons.
3. End (end of March)
- Review feedback from lessons; review PGP entries in preparation for the final assessment

 - Review how you have responded to feedback from your collaborating teacher.
 - o

Increase Responsibilities

1. Beginning (first 2 weeks)

What is the intent of observing?

- How is this information relevant and significant?
- How are you recording these observations in your journal?
- Ask your partner teacher what you can be responsible for within the lessons (i.e., distributing handouts, collecting assignments, organizing groups, etc.). (1.2)
- What is the intention of what you are doing?
- Work with students, or groups of students, that your partner teacher has suggested you work directly as a learning support. (1.3)
 - What does prior experience have to do with how you interpret student behaviour and learning?

Be cognizant of how many professionals may already be interacting with the student: speech pathologist, learning assistance teacher, EA, medical facilitator...and remember to be ethical in your discussions outside of the classroom.

- TC ask the teacher to arrange for mini lessons that the TC can teach.
- TC ask the teacher for opportunities for small group and one-on-one instruction.

2. Middle (Feb)

- Collect FNMI resources to be used in upcoming teacher-led lessons (by your partner teacher or another teacher you are observing). (2.2, 1.3)
- Be willing to set up technology for teacher-led lessons (PowerPoint, Smart Board, document camera, etc.) (2.6)
- Be willing to take on teaching responsibilities within the teacher-led lessons (i.e., taking up questions, leading discussions, conferring, mini-lessons related to the topic of the larger lesson, assisting specific students, etc.) (1.2, 2.5)
- Ask the teacher if there are some visuals that you could create that would assist with an upcoming lesson
 - Take note of situations where the student may appear to be isolated because of language challenges
 - Take note of situations where negative behaviours may result due to misunderstanding of language or “being bored”
- Use an outline of an upcoming lesson your partner teacher will be teaching and find ways to incorporate technology into the lesson. (2.6, 2.7)
- Scaffold the teaching of lessons. (1.2)

3. End (March)

- Design and implement formative assessment strategies for teacher-led lessons (incorporate ideas from your course work, or strategies that you have observed).
- Plan centers, enrichment, or supplemental activities for a particular topic of theme.
- Identify the way your collaborating teacher is scaffolding the lessons (1.2)
 - Co-teach and team teach with your partner teacher
 - Teach from sub plans that your partner teacher has constructed; utilize some risk-taking in teaching from the sub plan without prior preparation

Discuss and Reflect

1. Beginning (first 2 weeks)

- Discuss the school and classroom culture, personal philosophy of teaching, classroom routines, division goals and philosophy, etc.
- Identify how the Holistic Observation allows you to view the social/emotional components that impact student learning and wellbeing, alongside the academic component.
- Plan a timeline for the delivery of the 4 required lesson plans. Discuss how they will fit with the collaborating teacher's plan.

2. Middle (Feb)

- How has the Holistic Observation been significant in changes to your teacher identity?
- How have your observations of the classroom environment/collaborating teacher actions been significant in changes to your teacher identity?
 - Inquire and discuss lifelong learning through reflective conversations with your partner teacher; pay attention to how your partner teacher models critical examination of practice, etc.
 - Build your teacher identity through professional conversations about:
 - teaching philosophy
 - professionalism
 - relationship building with students, staff, parents, and the community
 - student learning
 - inclusive education

3. End (March)

- For the two lessons that you teach, facilitate a post-lesson reflective conversation focused on what you learned about your teacher identity. Guiding questions may include:
 - What did you notice about your own reaction to being in front of a class?
 - What did you notice about how your students learn?
 - What did you learn about teaching from this lesson?
 - How would you describe your teaching style in this lesson? Does this align with your beliefs about teaching and learning?
 - Think about the learning styles that are being targeted in your activities. Are there any students who may be unsuccessful with the activity you planned?

The Role of The Teacher (And Administrator)

Direct

1. Beginning (first 2 weeks)

- Help the TC involve himself/herself in the community (1.1)
- Greet the TC and give him/her 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, secretary, resource teacher, librarian, EAs, caretakers, etc.)
- Encourage participation in extra-curricular events, PD opportunities (days may not coincide), supervision, etc.
- Review the TC's introductory email or letter to the parents of the students they will be working with (1.1, 1.2, 2.5)
- Give the TC opportunities to research the community context (history, socioeconomic demographics of the school and community, family backgrounds, community culture, etc.) (2.1)
- Guide the TCs in learning about the students (names, interests, family backgrounds, strengths, supports, etc.) (1.1)

2. Middle (Feb – March)

- Assist the TC by arranging a variety of experiences in different grade levels and subject areas. (2.3). Two lessons to be planned and taught.
- Instruct the TC to brainstorm and implement adaptations that can be made for specific students who need additional support. (1.2, 1.3)
- Ask the TC to share with you their learning from the College of Education courses. (1.2, 1.4)

3. End (end of March – April)

- Provide mentorship and guidance to the TC in meeting the teaching requirements (2 formal lessons in March, to bring the total to four lessons) (1.2, 2.5, 1.4)
 - o Co-plan the lessons with the TCs, including conversations about the curricular goals, identifying teaching (PGP) targets, assessment, and instructional strategies that the TC may want to consider
- Observe the lesson and provide growth-focused feedback to the TC.

Delegate

1. Beginning (first 2 weeks)

- Assign the TC logistical responsibilities within your lessons (e.g., distributing handouts, collecting assignments, organizing groups, etc.) so that they become more comfortable moving around the classroom. (1.2)
- Assign students or groups of students for the TC to work with directly as a learning support. (1.3)

2. Middle (February-March)

- Have the TC collect FNMI resources to be used in upcoming teacher-led lessons (2.2, 1.3)
- Instruct the TC to set up technology for teacher-led lessons (PowerPoint, Smart Board, document camera, etc.) (2.6)
- Assign the TC teaching responsibilities within the teacher-led lessons (e.g., taking up questions, leading discussions, conferring, mini-lessons related to the topic of the larger lesson, assisting specific students, etc.) (1.2, 2.52)

- Outline an upcoming lesson and have the TC find ways to incorporate technology into the lesson. (2.6, 2.7)
 - Scaffold the teaching of lessons (1.2)
 - Arrange for mini lessons that the TC can teach.
 - Arrange opportunities for small group and one-on-one instruction.
3. End (end of March)
- Instruct the TCs to design and implement formative assessment strategies for teacher-led lessons
 - Scaffold the teaching of lessons (1.2)
 - Co-teach and team-teach with the TC
 - Have the TC teach from sub plans when applicable.

Discuss And Reflect

1. Beginning (first 2 weeks)

Discuss the school and classroom culture, personal philosophy of teaching, classroom routines, division goals and philosophy, etc.

2. Middle (Feb – March)

- Model lifelong learning through reflective conversations with the TCs, modelling critical examination of practice, etc.
- Assist in the development of the TC's 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

3. End (end of March)

- For the two lessons the TC teaches, facilitate a post-lesson reflective conversation focused on what the TC learned about his/her teacher identity. Guiding questions may include:
 - o What did you notice about your own reaction to being in front of a class?
 - o What did you notice about how the students learn?
 - o What did you learn about teaching from this lesson?
 - o How would you describe your teaching style in this lesson?
 - o Does this align with your beliefs about teaching and learning?

The Role of Coordinator

Placement

1. communicate school placements to teacher candidates
2. disseminate information to administrators, partner teachers, and teacher candidates (handbook, teacher candidate assessment form, dates, expectations)

The Role of Facilitator **Some of the duties will change because we (the Field team) are orienting the teacher candidates.**

Field Liaison

1. liaise between the partner school and the College of Education, including on-campus instructors
2. maintain regular communication with field partners, teacher candidates, and Field Experiences Coordinator
3. visit each candidate in the field early in the practicum
4. support teacher/teacher candidate team in the process of observation and reflection and understanding of the TECC competencies
5. support teacher candidates and partner schools in following the process of the STF Code of Ethics if issues arise (the intention is to reach a solution for an identified problem)
6. communicate with Coordinator of Field Experiences to collaborate in possible solutions
7. facilitate formation of a calibration plan as needed

Classroom / School Involvement

1. provide assistance to the teacher-teacher candidate team for intentional observation (how the teacher observes the TC), individual/small group work with students, lesson planning, assessments and other aspects of teacher planning
2. schedule submission of lesson plans; provide feedback to students
3. monitor submitted co-planned lessons with reflections (4 required)

Seminars

1. create and deliver two seminars (Feb. before break and mid-March), upon consultation with Field Experiences team
2. Seminar 1- focus on lesson planning, PGP entries, review Holistic Observation
3. Seminar 2 - address needs that TCs identify or that you see after reviewing plans and PGPs; help the TCs understand the Mini-Unit that they will complete during EDST 322.
4. Treaty Education treaty training arrangements are made by the Field office. Facilitators are invited to attend.

Professional Growth Portfolio

1. introduce the Saskatchewan Teacher Education Certification and Classification Competencies (referred to as the TECC competencies) to teacher-teacher candidate team
2. provide assistance in understanding, implementing, and completing components of the PGP and its format (paying particular attention to critical reflection)

3. facilitate the understanding between teachers and teacher candidates that the PGP entries are used as a component for completion of the assessment form (in-school work may be required)
4. monitor submitted PGP entries (11 entries, minimum) – at least one entry in each of the first two categories (Professionalism and Knowledge)

Essential Conversation

1. plan, schedule, and conduct Essential Conversations at the end of term
2. collect final assessments; scan them to forward to the Field Experiences office – education.fieldoffice@usask.ca , as per instructions for naming

Field Practicum Program Requirements

Please see sections under CoE website:

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

Current Syllabus for EDST 321: Field Experience Learning in Context

Course Description:

This component of field study focuses on community and place-based learning in alternate sites of educational practice that offer an integrated and orienting place-based experience. In addition, teacher candidates will engage in weekly school-based experiences where they will engage with learners to more deeply understand and apply learning in contexts including instruction strategies, planning and adapting, assessment and evaluation, and the effective use of technology.

Learning Outcomes:

Upon completion of the course, students will be able to:

- develop TECC competencies through field experience and seminars
- demonstrate professional understandings through description of active participation in a wide range of activities within the life of the school
- illustrate ability to engage with students, colleagues, parents and administrators
- identify deepening perspectives on education and the community as well as the role of the school in society
- conceptualize professional identity with particular insights into the realities of classroom teaching and the needs of the profession aligned with personal skill set

Deliverables / Requirements

- Holistic Observation – complete the quadrants and submit. Ways that needs are met should be evident in the lessons.
- 4 lesson plans – detailed format (UbD)*, with reflection about lessons included

- 11 PGP entries – one for each of the TECC competencies in Areas 1 and 2 (Professionalism and Knowledge)
- Attendance at pre-orientation (1) with Field staff and orientation (1) also with Field staff in January, seminars in February (1) and March (1) (with EDST 321 facilitator)
- Attendance at Office of the Treaty Commissioner Treaty Training (both days required)
- Consistent attendance at field experience school; EDST 321 practicum completed,
- Assessment signed by all parties
- Essential Conversation at end of practicum

[**PGP Worksheet** can be found on the Field Experiences website under Professional Growth Portfolio > PGP Worksheet]

** Lesson plans need to be original for this course; lesson plans from other classes do not count to this course's 4 lessons.*

The U of S Academic Misconduct Regulations (January 1, 2017) reads as follows:

Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under these Regulations:

- a) Providing false or misleading information or documentation to gain admission to the university or any university program.
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member.
- c) Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated.

Academic Honesty

Students are expected to know and adhere to the following guidelines:

- v" Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the [University of Saskatchewan's Guidelines for Academic Conduct](#).
- v" You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments.
- v" [Acceptable use of materials protected by copyright](#)
- v" [Regulations on Student Academic Misconduct](#)

Attendance Expectations

Teacher Candidates will attend:

-information session with Field Team

-orientation with Field staff

- two half-day seminars with EDST 321 facilitator, where they will learn a variety of skills, in order to further understandings of lesson planning, instructing, adapting and assessing.

-While off campus in their “professional homes” in partner schools, teacher candidates will be punctual in attendance and complete field-based course assignments as well as participate in the life of the partner school under the guidance of the partner teacher. In addition, teacher candidates will collaborate with the partner teacher to draw upon previous knowledge, skills & resources to apply previous coursework to creating and presenting lessons to individuals and small groups as well as the whole class (with four classroom lessons anticipated this term). Teacher candidates who need additional support may be invited to a half day seminar on Wednesdays during the term.

Any absences **MUST** be communicated to the collaborating teacher as well as their facilitator prior to 7:30 on the day of the absence, with appropriate explanations provided. Please note that documentation may be requested.

Attendance is a critical part of the field experience and is one way to demonstrate professionalism. Failure to attend consistently may require entry into the “when difficulties arise” process.

The University calendar stipulates, “Regular and punctual attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) Students who neglect their academic work may be excluded from the final examinations.” When applied to this course, this statement shall mean that a student is allowed to be absent from at most 3 hours of class on campus/7 hours of class in schools. When a student has been absent without providing the facilitator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. Any further absences, the teacher candidate will begin the "If Difficulties Arise" process.

In cases of unacceptable absenteeism, the EDST 321 facilitator, in consultation with the Field Experience Coordinator(s) 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 their EDST 321 facilitator with appropriate evidence to support the reasons given.

Expectations for Professional Conduct

We expect that teacher candidates’ words and actions will be non-judgmental and respectful to allow colleagues, peers, and students to explore and express ideas and opinions without fear of derision or reprisal. Difference, dissent, and disagreement are all part of living in a democracy, but their expression carries with it a professional obligation to engage with respect, civility, and lack of personal offence. Teacher candidates are expected to use critical thinking and discernment when considering the ideas

presented in class, and to practice open-mindedness and professional communication when engaging with others in dialogue. These values will foster an environment where respect is our cultural norm.

(Based on statement from Canadian Teachers Federation: <https://sttpcanada.ctf-fce.ca/rights-responsibilities/#conversations>)

Safe Spaces

We anticipate that each classroom will be a safe space, with the classroom teacher being the heart of the class. A school division's policy does not necessarily reflect how the well-being of students and teachers is approached, nor can we logistically pre-determine the environment of a classroom.

If there is evidence of a human rights issue being breached, please reach out to your facilitator with a copy to the Field Experiences team (at education.fieldoffice@usask.ca) and AES, as soon as your situation feels compromised

Field Study Assessment and Evaluation

Ongoing formative assessment is supportive in the development of effective teaching. In tandem with the PGP, teacher candidates will be collecting evidence and reflections related to each of the PGP goals. At the end of Term 1, and again at the end of Term 2, teacher candidates will meet with partner teachers (and in-school administrators, if appropriate) to complete the Assessment form. This form is related to the PGP categories - stating the progress made so far and the next steps for the various sectors, a signature and summary page. As an official document, it must be signed by all parties involved, including the principal. While offering formative feedback, this document serves as the evaluation. This evaluation will be brought to your essential conversation at the end of each term and will help guide your discussion with cohort coordinator.

Please see the Field Experiences website under Field Practicums > EDST 321 > EDST 321 Assessment

Field Study Placement Procedures and Supports

Field Placement Protocol

EDST 321.3 involve school-based experiences in Saskatoon Public School Division, Greater Saskatoon Catholic School Division and Prairie Spirit School divisions. These courses are for credit and considered part of the academic program, and, as such, they are aligned with assignments from course work and attendance expectations. Teacher candidates are not authorized to create alternate partnerships with schools outside the cohort placement or outside these school divisions due to the variety of factors involved in our partnership programs. In addition, it is not appropriate for teacher candidates to request specific schools or teachers, nor can schools request a specific teacher candidate for EDST 321 field study placement. Cohorts are assigned partner schools by the Field Experience Team, cohort coordinators place teacher candidates according to interests and available partner teachers.

**Please note that the intent is to give teacher candidates diverse experiences and therefore placements will most likely vary with EDST 321 and 322.

Criminal Record Check

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

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

The link for uploading is only open for certain period. Please refer the email from the field experiences office before your practicum.

Accommodation Planning for Teacher Candidates with Disabilities

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

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).

Access and Equity Services (AES) is responsible for providing, along with faculty, reasonable accommodations for students who experience barriers to their education on the basis of a prohibited ground(s), including disability, religion, family status and gender identity.

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

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

Challenges and Solutions

Please refer to the Field Experiences website for all detailed information. (Under If Difficulties Arise)

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

Related Information

Please visit the Field Experiences website for all information that related to your practicum, such as travel bursary funding, tools and resources, and professional accountability.

Duty To Report Child Abuse

As a member of the community, if you believe a child may be neglected or abused, you have a legal responsibility to immediately report your concerns.

- Time is of the essence in ensuring the safety and well-being of children. Immediately report all incidents of suspected, observed, or disclosed abuse.
- Do not wait until you have all information before reporting the abuse.
- You have an ongoing duty to report child abuse, even if you believe a report has already been made.

- If you believe the child or other children must be protected from further abuse, please contact the police.
- Do not contact the alleged perpetrator.

Each school division has a protocol for reporting suspected abuse. Please check with the school principal.

Required Reading:

- Western and Northern Canadian Protocol: Rethinking Classroom Assessment with purpose in mind- https://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf
- online Curriculum Documents from the SK Ministry of Education

Suggested Reading:

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.

Appendix A: Professional Growth Portfolio (PGP) Competencies 18

1. Professionalism	2. Knowledge	3. Instructional	4. Curricular
<p>1.1. demonstrates the ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities.</p> <p>1.2. demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners.</p> <p>1.3. demonstrates a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners.</p> <p>1.4. demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.</p>	<p>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.</p> <p>2.2 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.</p> <p>2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge).</p> <p>2.4 demonstrates an understanding of the organizational and legal contexts of schooling.</p> <p>2.5 demonstrates proficiency in the language of instruction.</p> <p>2.6 demonstrates ability to use technologies readily, strategically, and appropriately.</p> <p>2.7 demonstrates ability to strive for/pursue new knowledge.</p>	<p>3.1 demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes.</p> <p>3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation.</p> <p>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.</p>	<p>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</p> <p>4.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspective into all teaching areas</p> <p>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</p>