



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

EDST 322 GUIDEBOOK SPRING 2024

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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 Practica are delivered in a variety of ways, depending on the 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 vital 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 practica 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, and 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.

Deliverables / Requirements

- Days One to Three – Holistic observation of students – to be discussed with CT and, upon completion, submitted to facilitator
- Week 1 – 2 mini-lessons (completed template with reflection to be submitted to facilitator)
- Mini-unit – 4+ lesson plans to be submitted for feedback prior to teaching **and** submitted with reflections immediately upon completion; one lesson will be observed by your facilitator
- 17 PGP entries – at least one for each of the TECC competencies in Areas 3 and 4 (Instructional and Curricular) and other entries by choice
- Essential Conversation with field facilitator completed
- Consistent attendance at field experience school
- EDST 322 practicum completed
- Assessment signed by all parties, submitted electronically (as outlined on the field website)

The Role of The Teacher Candidate

Please note that the 322 practicum occurs over 3 weeks consecutively, beginning the first Monday in May. The stages of the practicum will occur very quickly.

Inquire and Collaborate

1. Beginning (First few days)

It is a good idea to keep a journal. You do not have to enter every observation, but you will then have a bank from which to choose for the critical reflection of your PGP entries.)

Show initiative - establish a consistent way to communicate with your collaborating teacher.

Get to know students. Observe groupings and interactions – role of age? Gender? Perceived abilities? Cultural affinity? Interests? (1.1) Complete Holistic Observation assignment and verify with collaborating teacher

- ✓ Ask whether there are students who have an IIP (Inclusion & Intervention Plan)? IEP (Individual Education Plan)?
 - There may be privacy limitations. (ask about them) (2.4)
- ✓ Discuss with your collaborating teacher the individuals or groups with whom he/she would like you to begin to work. This may feed into your two mini-lessons.
- ✓ Ask your collaborating teacher to share the kinds of assessment, instructional strategies (other techniques to assist with behaviours) that you should incorporate in your lesson plan.
- ✓ Submit assignments as directed by your facilitator.
- ✓ Discuss the mini-unit (direction, outcomes/indicators, suggested or required resources)

2. Middle

For all of your mini-unit and its accompanying lessons, receive approval ahead of time and request feedback. This will be valuable for the evaluation and keeping track of your progress.)

Your planning must coincide with the units currently being taught by the teacher.

- ✓ Observe and make notes about the ways that students are assessed.
- ✓ Look for how FNMI content, ways of knowing, perspectives are incorporated into the classroom. (2.2)
- ✓ Look for the ways that the teacher changes instruction, environment, group, etc. to meet students' needs.
- ✓ Write reflections about your observations and experiences that demonstrate critical and deep thinking.
- ✓ Observe whether there are students who have EAL needs and how those needs are met.
- ✓ Ask your collaborating teacher to share strategies for assessment.
- ✓ When sharing observations with the teacher, ask the teacher what the name of the strategy is. (2.7)
- ✓ Share and discuss your PGP entries with your collaborating teacher.
- ✓ Discuss with the teacher how developed the skills of the student are and identify their areas of strength (oral, reading, speaking, written).
- ✓ Submit assignments as directed by your facilitator.

3. End

- ✓ Review your PGP to see if there are areas for which you do not yet have an entry.
- ✓ Review feedback that you have received from your collaborating teacher. Have you acted upon feedback? Are you showing growth?

- ✓ Submit assignments as directed by your facilitator.

Increase Responsibilities

1. Beginning (first few days)
 - ✓ Do go to the staff room and interact with all staff (not just teachers) and find out about their roles. (1.2)
 - ✓ Throughout the term, accompany your collaborating teacher on recess/before school/bus supervision (paid lunch room supervision is exempt).
 - ✓ During your collaborating teacher's prep times, you should go with the class, or seek a different classroom – unless your CT asks you to remain with them.
 - ✓ With your collaborating teacher, map out the plan for meeting the requirements for EDST 322 – mini-lessons and mini-unit with the accompanying detailed lesson plans.
 - Work with individuals or small groups who have exceptionalities.
2. Middle
 - ✓ Make anecdotal records or checklist about a specific group or individual.
 - ✓ Go into the school's library to discover what professional resources exist to support FNMI teaching. (2.2, 4.2)
 - ✓ Read the TRC report.
 - ✓ Ask the teacher if the school or school division has made commitments for the TRC. (may be 2.1). There is a section in your planning now that you may complete.
 - ✓ Identify a strategy (that you discussed when sharing your observations) that you would like to implement in your lessons.
 - ✓ Ask the teacher to review the steps and process for implementing the strategy (instructional, assessment, environmental).
 - ✓ Work with individual or small groups that you and your teacher have identified as having language needs.

Discuss and Reflect

1. Beginning (first few days)
 - ✓ What have you learned about the various roles?
 - ✓ How many adults that you have met are involved in supporting a student in your classroom? What are the student needs? (3.3)
 - ✓ Observe the social/cultural groups that form on the playground. What questions do you have?
 - a. Were there students who required social or behavioural support? (3.3)
 - ✓ Observe how lessons build upon previous learning; check whether the way that a student works follows the same route. Check whether your observations about scaffolding are accurate
 - a. Determine which of the instructional or assessment strategies or the scaffolding processes that you have observed you will incorporate into your lessons and ask the teacher for feedback prior to teaching and post-teaching. (1.3, 3.3)
2. Middle
 - ✓ Share data with your collaborating teacher and discuss what the results mean (for changes in instruction/student success). (3.1) (3.2)
 - ✓ Reflect on how your assessment tools are measuring students' achievement of the outcome. (3.2, 4.1)
 - ✓ Discuss how you can authentically incorporate FNMI in your lessons (remember to access resources from your Treaty Training). (4.2) (4.1)

- ✓ Reflect on whether you were able to incorporate content AND ways of knowing AND perspectives. (2.2)
- ✓ Include a step-by-step description in your lesson plan(s). (3.3) (4.1)
- ✓ Review how successful the implementation of the strategy was; ask the teacher for feedback about the impact of this strategy on student learning. (3.3)
- ✓ What styles of learning have you incorporated in your lessons to meet the EAL needs? (1.3)
- ✓ Is it reasonable to do some place-based instruction? (4.3)

3. End

Have lesson plans, mini-unit, feedback, and PGP entries ready for discussion about the EDST 322 evaluation. Be selective about the evidence that you incorporate in responding to the Essential Question conversation.

The Role of The Teacher (And Administrator)

Direct

1. Beginning
 - ✓ Help the TC involve himself/herself in the classroom, school, and community.
 - ✓ Provide the TC with the classroom context (who are the learners in the classroom and what are their needs). Discuss the Holistic Observation with the TC, upon completion
 - ✓ Introduce the TC to the various adults who are involved in supporting the students.
 - ✓ Guide the students in learning about the students (names, interests, family dynamics, cultural backgrounds, significant behaviours, strengths, support needs, etc.)
 - ✓ Make TC aware of school events in which he/she may be able to become involved (within the limitations of his/her class and life schedules).
 - ✓ The TC is expected to show the initiative to discuss communication and feedback. However, it is important that you know what your schedule is and what you will recommend, that is, how early should the TC arrive or how late do you expect them there for planning and feedback.
 - ✓ Map out the mini-lessons and mini-unit (outcomes & indicators, suggested or required resources, timeline). What do you need the TC to accomplish in this timeframe?
2. Middle
 - ✓ Allow the TC opportunity to teach lessons, in both small group and whole group situations.
 - ✓ If TC is using only one instructional strategy, direct them to other ways of instruction which may be more effective (written feedback is powerful).
 - ✓ Have TC use formative assessment strategies with particular individuals or small groups and then ask the TC to incorporate these into his/her lesson plan.
 - ✓ Share resources for FNMI instruction.
 - ✓ Share the strategies that have been recommended in IIP plans.
 - ✓ Model ways and levels of supporting EAL students.
3. End
 - ✓ Review the body of feedback provided to the teacher candidate.
 - ✓ Review the PGP entries.
 - ✓ Determine future targets or areas which require further development.

Delegate

1. Beginning
 - ✓ Assign the TC responsibilities within your lessons; designate individuals or groups he/she should work with and specify what he/she is to do. (mini-lesson possibilities)
 - ✓ Involve TC's in classroom routines and procedures right away (from distributing materials, to running the SMART board, to making anecdotal notes or completing checklists).
2. Middle
 - ✓ Have the TC go to the library or investigate the school's portal for FNMI resources.
 - ✓ It may be necessary for the TC to investigate instructional strategies and assessment techniques, including on their Canvas section.

- ✓ Arrange opportunities for the TC to both observe and teach in different classrooms (grade, subject area).
- ✓ If the TC is able to observe a meeting with the EAL teacher, please allow the time.

3. End

- ✓ Have the teacher candidate create a sub plan and review with him/her so that he/she understands how one cannot assume anything about a sub (or their knowledge and skills).

Discuss And Reflect

1. Beginning

- ✓ Share school and classroom culture, philosophy, classroom routines.
- ✓ Share school division aims and goals, especially frameworks for instruction.
- ✓ Plan the weeks and subject areas so that the TC will be able to plan and teach 2 mini-lessons and a mini-unit (with 4 to 5 detailed lesson plans attached). All plans should match the flow of your classroom plan.
- ✓ Review the TECC competencies so that you are aware of the goals that TCs will have.

2. Middle

- ✓ Ask to see the PGP entries several times during the term.
- ✓ Provide feedback for the lesson plans. Make recommendations for growth. Determine whether the TC has acted upon recommendations.
- ✓ Share the legal context of the school (policies, LINC agreement, local agreement, provincial agreement & sanctions).
- ✓ Be prepared to discuss the colonial perspective of resources (e.g., textbooks).
- ✓ Ask TCs about the treaty training that they received.
- ✓ Administrators, be prepared to discuss the school division's undertaking for Indigenizing the curriculum/programs.

3. End

- ✓ Collaborate on the EDST 322 assessment (meaning that the TC should be involved and providing information and insight).
- ✓ Share what a unit plan looks like; share your year plan.

The Role of Field Experiences Coordinators (Camille, Shirley)

Placement

1. disseminate information to administrators, collaborating teachers, and teacher candidates (handbook, teacher candidate assessment form, dates, expectations)

The Role of Facilitator

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 Coordinators
3. visit each candidate and teacher in the field
4. observe one of TC's lessons during practicum
5. provide information about the mini-unit (at the school, through Canvas, with CT – at the school)
6. support teacher/teacher candidate team in the process of observation and reflection and understanding of the TECC competencies
7. 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)
8. communicate with Coordinator of Field Experiences to collaborate in possible solutions
9. facilitate formation of a calibration plan or contract, 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 teacher candidates
3. monitor submitted Holistic Observation, mini-lessons completion and reflection, detailed lesson plans development and reflection, and mini-unit development and reflection

Professional Growth Portfolio

1. continue to work with 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)

Feedback

1. verify that the holistic observation and mini-lessons have been completed
2. review provide feedback to teacher candidates about the mini-unit with accompanying detailed lesson plans. Check lesson plans to see how the holistic observation notes have been incorporated
3. review and provide feedback to teacher candidates about the 17 PGP entries

Essential Conversation

1. hold essential conversation at the end of the course

Final Assessment

1. submit final assessments online to the Field Experiences Office

Field Practicum Program Requirements

Please see sections under CoE website:

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

Current Syllabus for EDST 322: Field Experience Learning in Context

Course Description:

Teacher candidates will engage in weekly school-based experiences until the end of the term, where they will engage with learners, peers and collaborating teachers in practice to more deeply understand curriculum making, languages of knowing, socio-culturally responsive pedagogies and implications in planning and assessment.

Learning Outcomes:

Upon completion of the course, students will be able to demonstrate at a deeper level:

- professional understandings through description of active participation in a wide range of activities within the life of the school
- abilities to engage with students, colleagues, parents, and administrators
- perspectives on education and the community as well as the role of the school in society
- professional identity with particular insights into the realities of classroom teaching and the needs of the profession aligned with personal skill set, leading to anticipated careers
- skills and strategies related to supporting students with exceptionalities and implementing skills and strategies related to assessment.

Deliverables / Requirements

- Days One to Three– holistic observation of students (discuss with CT and submit to facilitator)
- Week 1 – 2 mini-lessons (completed template and reflection to be submitted to facilitator)
- Mini-unit – 4+ detailed lesson plans to be submitted twice - first for feedback prior to teaching and then submitted immediately upon completion of instruction, with revisions and reflections completed
- 17 PGP entries – at least one for each of the TECC competencies in Areas 3 and 4 (Instructional and Curricular) and other entries by choice
- Attendance at in-school meeting with facilitator
- Essential Conversation completed

- Consistent attendance at field experience school
- EDST 322 practicum completed, Assessment signed by all parties, submitted electronically

PGP Worksheet can be found on the Field Experiences website under Professional Growth Portfolio > PGP Worksheet (TCs should continue from EDST 321)

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

Academic Misconduct Defined

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

- Providing false or misleading information or documentation to gain admission to the university or any university program.
- 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.
- 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:

- ✓ **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 <https://governance.usask.ca/governance/guidelines-for-academic-conduct.php>
- ✓ 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.

<https://policies.usask.ca/policies/operations-and-generaladministration/copyright.php>

<https://governance.usask.ca/documents/2022-regulations-on-student-academic-misconduct.pdf>

Attendance and Performance Expectations

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 collaborating teacher. In addition, teacher candidates will collaborate with their 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. Teacher candidates who need additional support may be invited to an additional seminar during the term.

Any absences **MUST** be communicated to the collaborating teacher and school as well as the 322 facilitator prior to 8:30 on the day of the absence (**or** half an hour before school begins, whichever is earlier), 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 322 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 322 facilitator will address with the teacher candidate and collaborating teacher and use a calibration plan. They 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 322 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>)

Please note: The school is a partner with the College of Education and they **may require you to discontinue** if they deem that your teaching is putting student learning at risk **or if your behaviour and/or actions demonstrate a lack of professionalism**. They will do this in consultation with the field team. At this point there is no calibration or contract. We are in schools by their good grace.

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 the term, teacher candidates will meet with collaborating 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 submitted essential conversation and will help guide your discussion with EDST 322 facilitator.

Please see the Field Experiences website under Field Practica > EDST 322 > EDST 322 Assessment

Field Study Placement Procedures and Supports

Field Placement Protocol

EDST 322.3 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 322 field study placement. Students are assigned partner schools by the Field Experience Team, according to teacher candidate interests and available collaborating teachers.

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

Criminal Record Check

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

<https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/field-experiences-overview.php#PoliciesandFunding>

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).

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.

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/academics/undergraduate-students/current-students/field-experiences/field-experiences-overview.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
- [Renewed Curricula: Understanding Outcomes](#)

Suggested Reading:

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, Virginia: ASCD.

Wiggins, G., & McTighe, J. (2005). Understanding by design. Alexandria, Virginia: ASCD.

Appendix A: Professional Growth Portfolio (PGP) Competencies

1. Professionalism	2. Knowledge	3. Instructional	4. Curricular
1.1. demonstrates the ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities.	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.	3.1 demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes.	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
1.2. demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners.	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.	3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation.	4.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspective into all teaching areas
1.3. demonstrates a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners.	2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge).	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.	4.3 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
1.4. demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.	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.		
	2.7 demonstrates ability to strive for/pursue new knowledge.		

Appendix B – Checklist of deliverables

	Re-submissions
<input type="checkbox"/> Holistic Observation	
<input type="checkbox"/> 2 mini-lessons (with reflections)	
<input type="checkbox"/> Mini-unit with 4 to 5 detailed lesson plans, prior to teaching	<input type="checkbox"/> Mini-unit & lessons – resubmitted (additions/corrections/revisions & reflections) after teaching
<input type="checkbox"/> 17 PGP entries (submitted at intervals determined by facilitator)	<input type="checkbox"/> 17 entries re-submitted with clarification and revisions
<input type="checkbox"/> Observation of a lesson at school	
<input type="checkbox"/> Essential Conversation	
<input type="checkbox"/> Final Assessment	