



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

# THE FACILITATOR GUIDEBOOK

## FALL 2023

## Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory, the Homeland of the Métis and traditional Dakota territory. 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.

### Important Dates – EXPR 422 Fall 2023

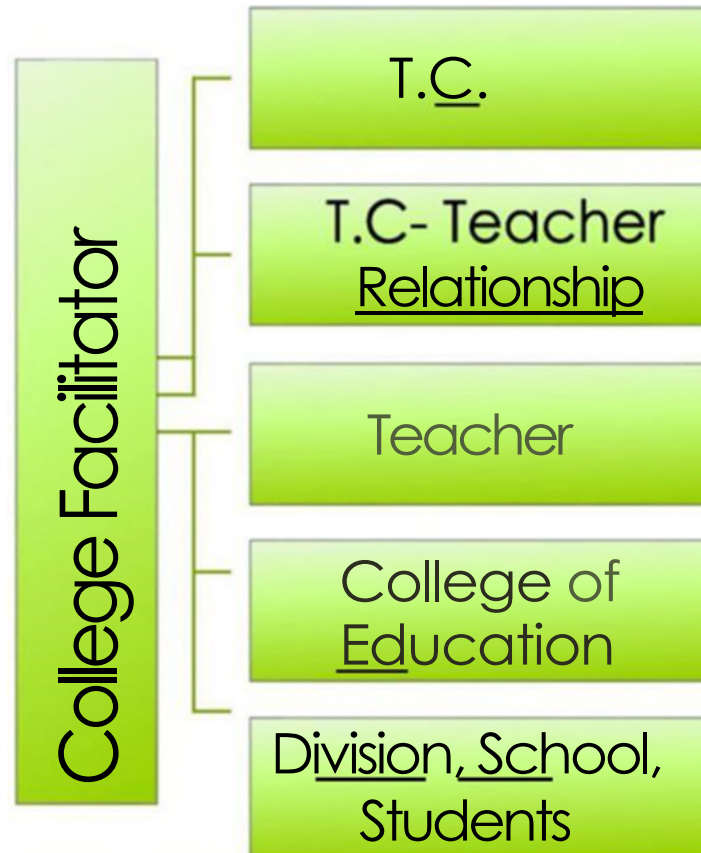
<b>June 26, 2023</b>	Facilitator Orientation Room 2014 College of Education
<b>August 21, 2023</b>	Facilitator Orientation (part two) Room 2014, College of Education
<b>August 22 to 25</b>	Orientation for teacher candidates
<b>August 28 – December 15</b>	422 - 16-week Extended Practicum dates (inclusive) <i>TCs in EXPR 422 follow the school division calendar. There is no Reading Week break.</i>
<b>3<sup>rd</sup> week of September</b>	In-service #1 – Teacher Candidates and Collaborating Teachers – Dates and location to be provided by Facilitator
<b>September 19</b>	Last day to withdraw with 100% tuition credit
<b>September 26</b>	Withdraw with 75% tuition credit
<b>September 14</b>	Deadline to submit co-generated UBD #1 to facilitator – prior to teaching it
<b>October 4</b>	Withdraw with 50% tuition credit
<b>Mid-late October</b>	In-service – Teacher Candidates ONLY – Dates and location to be provided by Facilitator
<b>October 16 to 20</b>	Midterm assessment completed this week. (It should not be completed prior to week 8).
<b>October 11</b>	Deadline to submit UBD #2 to facilitator
<b>October 20</b>	Midterm assessment submitted to facilitator with all required signatures.
<b>November 3</b>	Deadline to submit UBD #3 to facilitator
<b>December 4-8</b>	Complete Final Assessment – submit to facilitator for review. Please understand that time may be needed for revisions/additions.
<b>December 13 - 15</b>	Final assessment submitted to practicum facilitator (all signatures should be on all copies that the teacher candidate has made)
<b>December 15</b>	Last day of Extended Practicum

Facilitator will provide submission dates for the PGP. Observation times will be set with the facilitator.

## Part A - The Role of the Facilitator

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It is the role of the Extended Practicum Facilitator to act as a guide and support for the teacher candidate, to *facilitate* the relationship between the teacher candidate and collaborating teacher, to support the teacher in his/her mentorship of the teacher candidate, to act as a representative of the College of Education and as a liaison with the school division.



Additionally, it is an expectation that duties will be carried out as outlined by the College of Education.

In each of these roles, it is the facilitator’s duty to communicate, collaborate, supervise and support. This encompasses a variety of actions for the facilitator to perform:

**What is the role of the College Facilitator?**

	<i>Teacher Candidate</i>	<i>Teacher Candidate-Teacher Relationship</i>	<i>Teacher</i>	<i>College of Education</i>	<i>Division, School, and Students</i>
<b>Communication</b>	<ul style="list-style-type: none"> <li>&gt; Providing feedback and suggestions for improvement on the submitted UBD Unit Plans. (Please see <a href="#">Part B – Extended Practicum Expectations – Unit Planning Requirements</a>)</li> <li>&gt; Weekly emails of support, reminders, resources, etc.</li> <li>&gt; Providing electronic written feedback for each formal observation.</li> <li>&gt; Respond to teacher candidate emails, calls in a reasonable time frame</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Communicating important reminders and instructions about the completion of the Assessment and other important dates and information.</li> <li>&gt; Communicate logistics, policies, and requirements of Extended Practicum. (See Extended Practicum Handbook)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Emailing the collaborating teachers and principals highlighting important information regarding the Extended Practicum process.</li> <li>&gt; Respond to any teacher questions/ concerns in a</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Informing the Coordinator of Field Experiences about specific areas of concern.</li> <li>&gt; Communicating teacher candidate difficulties to the Field Experiences Office. (Please see <a href="#">Part D – If Difficulties Arise During Extended Practicum</a>) as it happens.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Communicating important dates to the school division.</li> <li>&gt; Confirming sub-booking protocols and communicating these to the teachers.</li> <li>&gt; Booking in-service space, meals, etc. (if applicable) Please see <a href="#">Part C – Extended Practicum Orientation and In-Services</a>)</li> <li>&gt; Respond to any concerns or questions in a timely manner.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>&gt; Planning and implementing the Extended Practicum orientation, to take place before the beginning of the school year. (Please see <a href="#">Part C – Extended Practicum Orientation and In-Services</a>)</li> <li>&gt; Helping the teacher candidate establish teaching and learning goals when needed.</li> <li>&gt; Responding to and addressing any difficulties outlined in the progress report and midterm assessment. Please see <a href="#">Part C – Extended Practicum Orientation and In-Services</a> and <a href="#">Part D – If Difficulties Arise During Extended Practicum</a>)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Planning and implementing an in-service for both the collaborating teachers and teacher candidates focusing on the needs of the pair. (Please see <a href="#">Part C – Extended Practicum Orientation and In-Services</a>)</li> <li>&gt; Assisting when Difficulties arise and supporting the teacher candidate-teacher relationship.</li> <li>&gt; Assisting teachers and teacher candidates in completing the assessment documents.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Providing resources and support regarding effective mentorship</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Attending Facilitator Orientation prior to the Extended Practicum Orientation</li> <li>&gt; Attending a midterm meeting to share resources, ideas, etc.. with other facilitators and the College.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Maintaining student learning as the primary focus for teacher candidates and collaborating teachers.</li> <li>&gt; Inviting school division personnel to in-service #2 to discuss division focus, hiring practices, etc.. (Please see <a href="#">Part C – Extended Practicum Orientation and In-Services</a>)</li> </ul>

## Supervision

- > Remind TCs of policy about academic integrity
  - > Conducting two formal observations of the teacher candidate's teaching and more if necessary.
  - > Monitoring the Professional Growth Portfolio (PGP) (Please see the [Professional Growth Portfolio](#) section in [Part B – Extended Practicum Expectations](#)) and providing written feedback.
  - > Ensure teacher candidate is keeping up with requirements including unit plans, lesson plans, etc.. (a schedule of deadlines is helpful)
  - > If necessary, facilitating the Calibration, Contract and/or Withdrawal process. (Please see [Part D – If Difficulties Arise During Extended Practicum](#))
  - > Ensuring that policies /logistics of Extended Practicum are being followed (extra curr., supervision of teacher candidates, )
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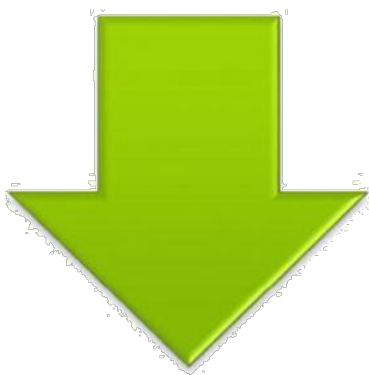
## Support

- > Providing the teacher candidate with professional and learning resources.
- > Scheduling extra visits/formal observations if necessary to aid a teacher candidate's ongoing development (Please see [Part D – When Difficulties Arise](#))
- > Planning and implementing an in-service for the teacher candidates, focusing on their targeted teaching and learning needs. (Please see [Part C – Extended Practicum Orientation and In-Services](#))
- > Providing additional support in planning and implementation when necessary and/or requested.
- > Seek out additional supports and resources.
- > Provide College of Education Library info on a regular basis.
- > Supporting and enhancing the working relationship between teacher candidates and collaborating teachers. (Please see Relationship-Focused Collaboration Section in the Extended Practicum Handbook)
- > Providing support in the completion of the PGP, and the Mid-Term and Final Assessments. (Please see the [Professional Growth Portfolio](#) section in [Part B – Extended Practicum Expectations](#))
- > Proofreading the final assessment for spelling and grammatical errors, appropriate evidence, etc.
- > Facilitating/ assisting collaborating teachers in understanding focused supervision (Please see Mentorship Section in the Extended Practicum Handbook) and requirements of Extended Practicum and expectations.
- > Align practice to stated requirements and expectations. Please see [Part B – Extended Practicum Expectations](#), as other applicable material.
- > Contact Coordinator of Field Experiences when additional support is needed.
- > Communicating and promoting Division initiatives, policies, etc.

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## What can “support” look like???

- *Answering any questions the teacher candidate and/or teacher may have.*
  - *Providing assistance when needed (assessments, teacher- teacher candidate relationship struggles, issues pertaining to teacher candidate growth and competence, etc.)*
  - *Clarification of requirements, expectations, etc.*
  - *Providing appropriate resources (website links, professional reading, teaching and learning ideas, etc.) to facilitate the Extended Practicum process.*
  - *Co-teaching a lesson with TC or modelling a strategy for the TC.*
  - *Leading/coaching the teacher candidate through the unit planning process*
  - *Mapping out lesson and unit delivery during full time teaching*
  - *Scheduling extra school visits to assist in resolving difficulties.*
  - *Providing encouragement and praise, constructive feedback, etc.*
  - *Finding a balance between being too directive/hands-on and being too unclear/casual.*
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### Too Much Facilitator Support

- Micro-managing the Extended Practicum process
- Strict and inflexible expectations
- "Autocratic"



### Not Enough Facilitator Support

- Noticeably absent and/or withdrawn from the Extended Practicum process
- Vague and ambiguous expectations



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As mentioned earlier, the role of the facilitator is to support the teacher candidate-collaborating teacher relationship and to aid in the facilitation of the teacher candidate's development as an educator. It is vital, therefore, that the facilitator allows the teacher to take the lead and always respect his/her professional judgment in helping the teacher candidate meet the stated requirements and expectations, while at the same time maintaining a healthy balance with support for the teacher candidate. There may be times when the facilitator may need to become more actively involved in the Extended Practicum process. When it is clear that the requirements of Extended Practicum are not being met, despite the best mentorship efforts of both the collaborating teacher and the facilitator, it will be the responsibility of the facilitator to intervene and ensure the teacher candidate is performing to the standards set by the College of Education (Please see [Part D – If Difficulties Arise During Extended Practicum](#))

**DUE DATES AND DEADLINES**

At the beginning of the extended practicum, when teacher candidates have more planning time (less teaching), they should be encouraged to front load their planning. Waiting to enter final marks due to missing assignments or PGPs is frustrating.

Teacher candidates are learning the routines of teaching. It is important for them to respect the collaborating teacher's and the facilitator's time. Continued lateness creates the impression of their lack of professionalism, especially with those who will be asked to provide a reference. When you initiate the process of calibration and/or contract, you are supporting the CT and the ebb and flow of school routines. You are encouraged to enter into this process sooner rather than later. [Note: At the same time, if a TC has weak planning skills, it is also important to provide support and strategies. This may be entered into the appropriate sections of the calibration document.]

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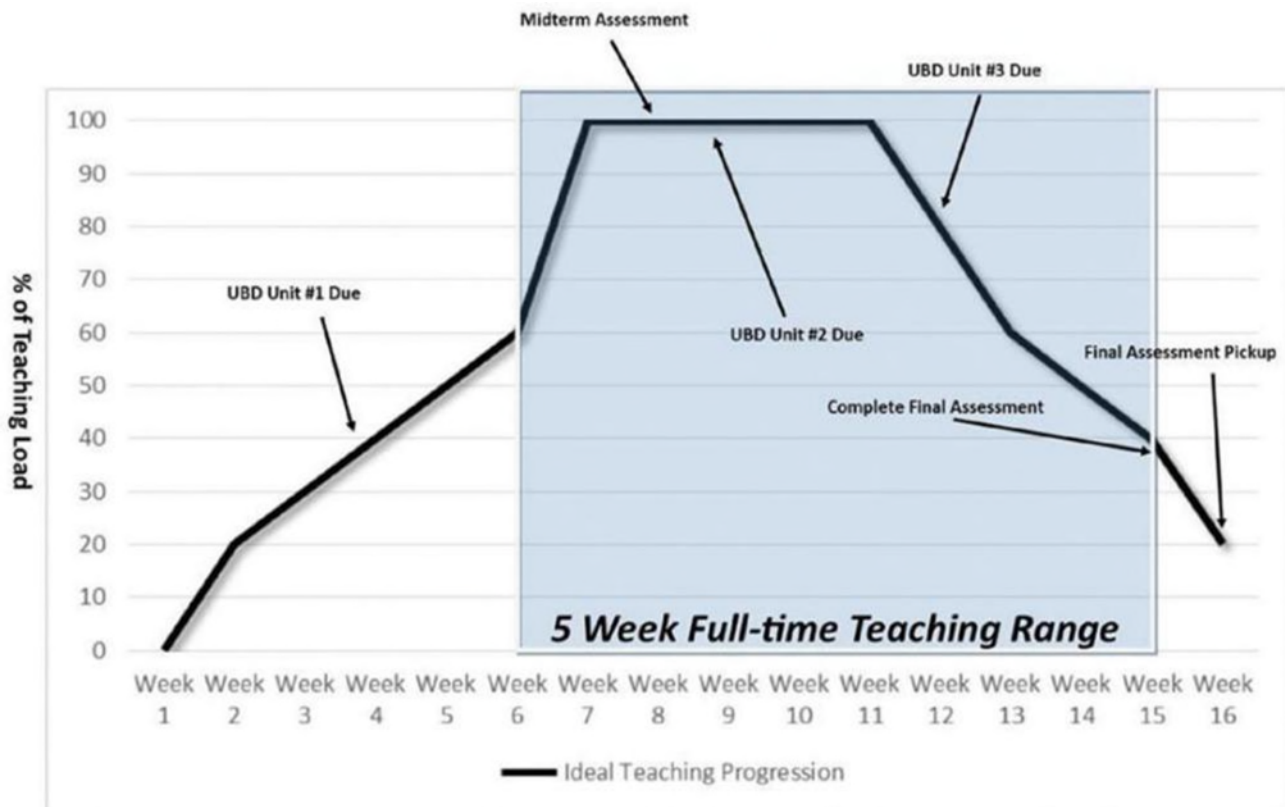


# Part B – Extended Practicum Expectations

## 1. Teaching Requirements Timeline

The teacher candidate is expected to complete an intensive sixteen week field study experience. It is the role of the facilitator to provide guidance to the teacher candidate and collaborating teacher in implementing the progression of the teacher candidate's teaching responsibilities. **This progression is flexible and should be adjusted to meet the developmental needs of the teacher candidate.**

**Facilitator Role:** Facilitators are encouraged to send out regular email reminders to the teacher candidates and collaborating teachers throughout the Extended Practicum regarding the progression of expectations, ensuring that deadlines are met, teaching requirements are fulfilled and addressing any concerns.



\*\*Please also refer to *Suggested To-Do Checklist and Discussion Topics* on our website to use as a guide.

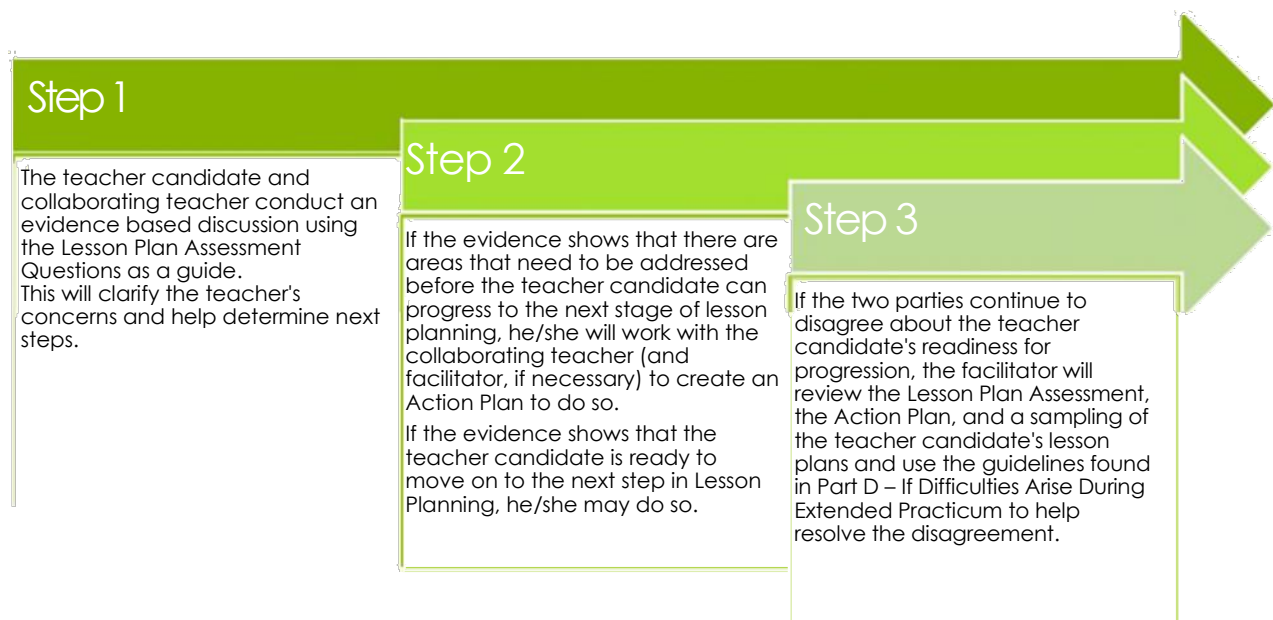
## 2. Lesson Planning Requirements

With regards to lesson planning, the teacher candidates are expected to submit lesson plans to their collaborating teacher throughout their Extended Practicum. At the discretion of the collaborating teacher, teacher candidate and facilitator, the teacher candidates will move from *Detailed* to *Moderate* to *Basic* lesson plans as the teacher candidate's planning abilities progress (Please see the TC Extended Practicum Handbook). There is often uncertainty regarding the teacher candidate's position in this progression, so it is the role of the facilitator to assist in guiding the teacher-teacher candidate relationship to an agreement or compromise based on evidence and a clear and achievable action plan (if necessary). The teacher candidate/collaborating teacher is encouraged to achieve the plan for movement through the formats together.

\*\*It should be noted that if a teacher candidate prefers to stay on the extended or modified lesson format, then that is acceptable as long as it doesn't overwhelm the teacher candidate's planning time and affect other requirements.

Teacher candidates should be reminded that they should keep ALL lesson plans in either a binder or in digital format, so that all parties are able to review them for growth, progress, and evidence for PGP entries.

**Facilitator role:** As mentioned, it will be the role of the facilitator to guide the teacher candidate and collaborating teacher through the following steps designed to help clarify the teacher candidate's readiness for advancement, when necessary. Please contact Field Experiences if there is any uncertainty of lesson planning.



**Please note: The teacher candidate's submission of lessons to the facilitator for observations will be at the stage they are currently using and some lessons may reflect more emergent planning than other lessons.**

### 3. Unit Planning Requirements

To meet the planning needs of the teacher candidate's teaching responsibilities, he/she will be expected to create 7-10 original or substantially adapted formal unit plans of at least 10 lessons each. Of these, three formal units (using the Understanding by Design model) will be submitted to the facilitator for feedback prior to its implementation.

As required by the curricula, all of these units must infuse First Nations, Métis, Inuit content/perspectives/ways of knowing. Please see section on Tools and Resources – Incorporating First Nation, Métis and Inuit on the CoE – Field Website. Please note that curricula state that infusion of FNMI content, perspectives, and worldview is expected for every subject.

UBD Unit #1	UBD Unit #2	UBD Unit #3
<ul style="list-style-type: none"> <li>&gt; Submitted to the facilitator during Week #3 (or sooner).</li> <li>&gt; Co-generated with the collaborating teacher</li> <li>&gt; Because this unit is to be co-generated with the collaborating teacher, feedback may be limited and is focused on the teacher candidate's contributions. Any observations should be general and/or suggestive in nature.</li> <li>&gt; The teacher candidate will <b>resubmit</b> a final draft of his/her unit plan after having implemented the unit.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Submitted to the facilitator during Week #9 (or sooner).</li> <li>&gt; Because this unit is to be independently created, feedback may be more explicit, thorough and extensive. Feedback for this unit will focus specifically on the teacher candidate's planning abilities. (Please see <a href="#">Appendix - Checklist for Unit Plans</a> and <a href="#">Appendix - UBD Rubric</a>)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Submitted to the facilitator during Week#10.</li> <li>&gt; Feedback is not necessary for this unit. If desired, feedback should concentrate on progress of teacher candidate. Teacher candidates who have struggled with planning will still require feedback.</li> </ul>
	<ul style="list-style-type: none"> <li>&gt; The teacher candidate will <b>resubmit</b> a final draft of their unit plan after they have implemented the unit.</li> </ul>	

#### FACILITATOR ROLE:

- o **Ensure the 3 unit plans:**
  - o **are handed in by deadline (and have been reviewed with the teacher)**
  - o **the first unit is co-generated**
  - o **lesson plans for the unit correspond to the current lesson plan being used (whether TC is at detailed, moderate, or basic stage)**
  - o **Units are handed in AT LEAST ONE WEEK PRIOR to teaching in order to give sufficient feedback**
  - o **the third unit will be read, but may not require feedback, depending on teacher candidate's success in prior planning**
  - o **teacher candidate provides the final version to facilitator after revisions are made**

- o **\*\*ECE UBD units may look somewhat different initially and will include possibilities for the unit (instead of one direction) but this will be finalized as the needs of the students emerge. (This final unit submitted after feedback and implementation will indicate how the plan was actually implemented.)**
- o *Please consider that the Unit plans are evidence for Bates Award nominations and a starting point for teacher candidates' consideration of presentations for the WESTcast conference.*

**Please remember that you, the facilitator, represent the College of Education. Students are required to submit unit plans and the PGP to you. Although it is not necessary to forward these items to the Coordinator of Field Experiences, you must keep the CFE apprised of any developments. Keep these items as it may be necessary to have access to them in case documentation is need or in case of dispute.**

*You may have to remind collaborating teachers of the following:*

**What have teacher candidates done to this point? Or what can teachers expect of teacher candidates?**

- Teacher candidates have planned 10 lessons – 4 detailed lesson plans in EDST 321 and 6 detailed lesson plans (4 of which fell under the umbrella of a mini-unit) in EDST 322
- For some of their curriculum classes, they may have planned lessons or units, but generally without an explanation of how to use the curriculum or how to interpret outcomes and indicators or what the Broad Areas of Learning or Cross Curricular Competencies actually mean.
- They may not have taken a class in assessment yet
- Most of the teacher candidates completed 2 days of Officer of the Treaty Commissioner training in January (with the exception of teacher candidates in the ITEP and the SUNTEP programs)

**Holistic Observation** – teacher candidates are asked to complete the Holistic Observation the first week that there are students and continue to refer to it for planning and refine as the term proceeds.

Notes:

## 4. Professional Growth Portfolio

Throughout their Extended Practicum, teacher candidates will be working towards building competency in the Teacher Education, Certification and Classification (TECC) goals set by the Ministry of Education.

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, equitable and culturally responsive 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 &amp; 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 perspectives 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>

The teacher candidates will use these TECC Goals as their personal learning targets in their lessons, observations, professional development, conversations with other teachers, etc. and be regularly recording evidence of meeting these targets in their Professional Growth Portfolio. There will be some choice as to what form this portfolio will

take, but the teacher candidate's daily entries MUST include:

- > The appropriate TECC target
- > The date and context in which the target was met
- > Specific evidence they have met the target
- > Critical reflection and significance to the teacher candidate's professional growth
- > The teacher candidate's next steps and plans for further growth in that area.

The professional growth portfolio will then be used as the basis for the Mid-Term and Final Assessments. Teacher candidates may need to be reminded that they must share their entries with their collaborating teacher and the facilitator.

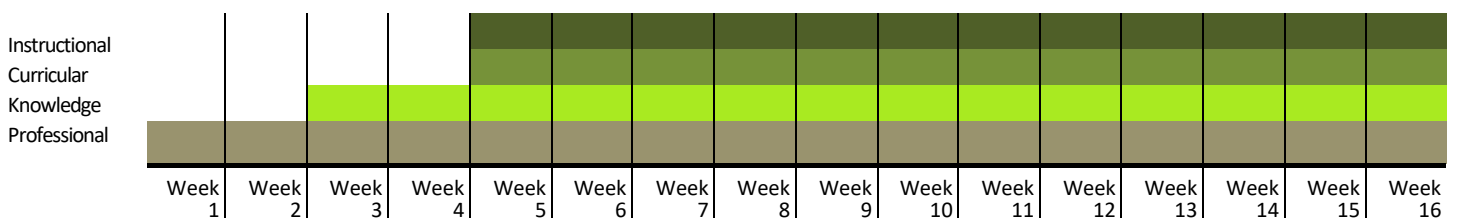
TC Targets	Evidence of Targets Met	Evidence of Teacher Candidate's Reflection & Growth	Assessment of Teacher Candidate Performance
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Although all TECC competencies may be addressed in the teacher candidate's lesson plans at any time, it is highly suggested that the Professional Growth Portfolio should be approached in a scaffolded way. The teacher candidates will begin by focusing solely on the development of their *Professional Competencies (PGP 1)* for the first two weeks. During Week 3, the teacher candidates will begin to focus on establishing their *Knowledge Competencies (PGP 2)*.

During the first in-service, the teacher candidate and collaborating teacher will be given the opportunity to reflect upon the *Instructional (PGP 3)* and *Curricular Competency (PGP 4)* displayed by the teacher candidate during the first four weeks, and establish goals for further growth in those areas.

### Competency Focus



The teacher candidate will submit their PGP to the college facilitator at determined intervals throughout their Extended Practicum:

- > At both in-services
- > During both formal observations
- > With unit plan #3
- > With the final assessment
- > At regular intervals that the facilitator has identified to the TC



### **FACILITATOR ROLE with the Professional Growth Portfolio:**

- Ensure teacher candidate is staying on-track with completing PGP (teacher candidate should send the updated version of the PGP Word document)
- Providing support in areas of the competencies that need improvement
- Ensure teacher candidates are using the PGP to drive lesson target goals and improvement in teaching
- Provide direction at orientation and in-services to teacher candidates and collaborating teachers in completing the assessments using the PGP (mid-term having more focus on #1 and #2).
- Facilitator will ensure PGP is completed and communicate any unfinished PGP to the Coordinator of Field Experiences as soon as possible. (does not have to be submitted to the CFE, but please retain, in case documentation is required).
- The PGP portfolio is available as a Word document, allowing for ease of sharing with the collaborating teacher and the facilitator. It is found at:
  - <https://education.usask.ca/students/undergraduate/field-experiences.php#FieldPracticums>

# Part C – Extended Practicum Orientation and In-Services

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Part of the facilitator's role is to plan and to lead the Extended Practicum orientation, as well as two in-services. Teacher candidate attendance at these in-services is required.

- a) Extended Practicum Orientation – prior to the beginning of the school year
- b) In-service #1 – approx. third week in September (teacher candidate and teachers)
- c) In-service #2 – mid-October

***\*Unless otherwise informed, it is the responsibility of the facilitator to book facilities for these sessions. Lunch will be provided for the teacher candidates and facilitators (and teachers for seminar #1. Sphinx will provide details about finances.***

Please email [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca) if you have any questions.

When booking lunches for Seminar #1, please use the University meal rate and ensure meals are \$18 or less per person (this amount must include taxes and gratuity).

For rural in-services, please ensure collaborating teachers complete a U of S travel expense form and submit these travel forms to [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca) within 30 days of the seminar date.

\*\*see additional information provided

## **Facilitator Role:**

- o **Book in-services dates/locations with division (if applicable), email in-service dates and location to [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca). Have copies of U of S travel forms for teachers to complete (rural cohorts), submit travel expense forms within 30 days to [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca). Ensure lunches are ordered (see above directions).**
- o **Once in-service dates are booked, email collaborating teachers to introduce yourself and provide the Seminar # 1 date and that it is for them and the teacher candidate. Please do this by the end of August so they can prepare and book a substitute teacher.**

## **a) Extended Practicum Orientation**

Prior to the beginning of the school year in August, all teacher candidates are required to attend an orientation led by their facilitator. In the past, these orientations were held at the College of Education; however, in an effort to prevent unnecessary travel for the teacher candidates and facilitators, individual school divisions will now host the orientation.

The purpose of the orientation is to:

- Provide an overview of the Extended Practicum process and expectations.
- Make sure to include areas not included in the guidebook but online (library support, Timeline, PGP and others that are indicated in book)
- Clarify the roles and responsibilities of the teacher candidate, collaborating teacher and facilitator.
- Provide guidance and advice for difficult conversations.
- Establish a relationship between the facilitators and teacher candidates.
- Address the teacher candidates' questions and concerns.
- Discuss the importance of professionalism, social media, self-awareness, critical reflection, managing expectations/time, etc.
- Communicate school division policies, expectations, etc.
- Address inconsistencies that may occur among Extended Practicum experiences (i.e. prep time, extra-curricular expectations, etc.)
- Clarify the purpose and use of the holistic observation document
- Clarify the steps involved in creating a detailed lesson plan and using the unit plan
- Provide guidance and support for the teacher candidate (Please see [Part A - The Role of the Facilitator](#))

**Facilitator role:**

- o Ensure all material is prepared (including any material to be collected at Facilitator Orientation)
- o Lead and prepare agenda for orientation based on the above-mentioned purposes.
- o Use Extended Practicum Guidebook and College of Education/Extended Practicum website as the basis for information.
- o Communicate to CFE any teacher candidates absent as well as any concern/issues.

**b) Seminar #1**

The first seminar will be held approx. the third week in September. This seminar is for collaborating teachers and teacher candidates, and the focus will be on developing the teacher candidate-teacher relationship and the alignment/clarification of expectations.

This seminar should include:

Explanation/clarification of the Extended Practicum process and expectations:

- o TECC Goals, Professional Growth Portfolio and Assessments
- o Progress Report (see below for more info)
- o Requirements/Expectations
- o Timeline
- o Observations and feedback

Relationship-focused collaboration (please see the Extended Practicum Handbook)

Communication and clarity in a teacher-teacher candidate relationship.

Professionalism (please see appendix "Professionalism" in this guidebook)

Guidance in teacher candidate mentorship (i.e. when to provide the teacher candidate with more freedom, how to ensure continued teacher candidate growth, etc.)

Reflection of the teacher candidate's learning and development, and goal setting for

Future professional growth.

Set up cycle for first observations

Introduce ideas and resources for both Treaty Education and responding to the Truth and

Reconciliation Calls for Action [[curriculum.gov.sk.ca](http://curriculum.gov.sk.ca) has many resources for both Treaty

Education and Truth and Reconciliation; [https://indigenous.usask.ca/indigenization-](https://indigenous.usask.ca/indigenization-reconciliation/anti-racism-and-anti-oppression.php)

reconciliation/anti-racism-and-anti-oppression.php]

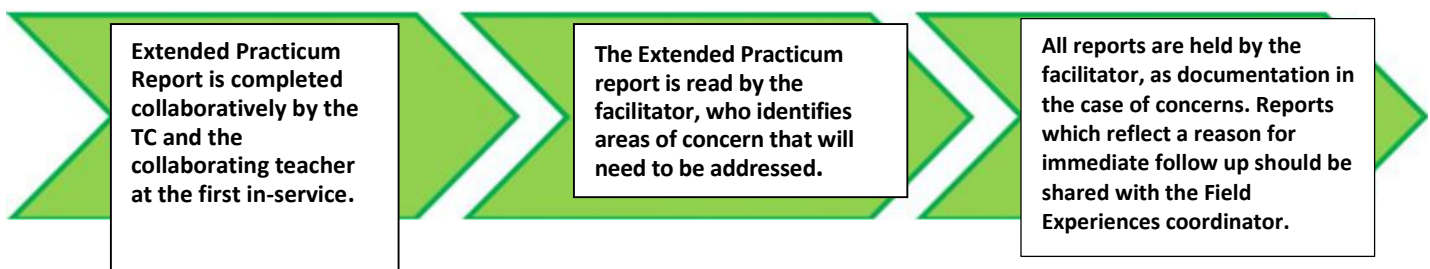
As an assessment tool, the facilitator may also wish to have the teacher and teacher candidate examine the components of the Extended Practicum Handbook timeline/ To-Do List & Discussion Topics found on the website. This provides a good starting point for reflective conversations and alignment of expectations.

### **Teacher candidate Progress Report (see back of guidebook and online):**

During the first in-service, the teachers and teacher candidates will fill out a progress report that will guide their reflection of the teacher candidate's competencies up to this point, and establish the Next Steps necessary for continuous and consistent improvement. It will be the role of the facilitator to read these progress reports and identify possible areas of concern that will need to be addressed to avoid future problems. It is essential that the facilitator begins a dialogue with the teacher candidate and collaborating teacher to ensure these concerns do not go unaddressed (Please see [Part D – If Difficulties Arise During Extended Practicum](#) for more information).

### **Facilitator role:**

- Plan and lead in-service using topics provided above and the Extended Practicum Handbook and Website as a guide.
- Review progress reports, address concerns and forward those specific reports to Camille or Shirley (COF to whom you are assigned).  
(Reports can be sent electronically.)
- Ensure lunches are ordered (check with Admin support if unsure of process or if the division has a different process.



## c) Seminar #2

The second in-service will be held in mid-October and will be attended by the teacher candidates alone. This in-service can be approached as a professional development opportunity for the teacher candidate. Facilitators are encouraged to assess the specific needs and concerns of the teacher candidates and plan the in-service accordingly. ***It is strongly recommended that the facilitators request/solicit input from the teacher candidates when planning the in-service.***

Possible topics to address include:

- .. Student led topics- majority of day should be based on needs of teacher candidates.
- .. How to complete the Midterm and Final Assessment.
- .. PGP and competencies needing improvement
- .. Relationship building and communication
- .. Constructivist teaching and learning
- .. Assessment 'for', 'of', and 'as' learning
- .. Student engagement
- .. Planning across subject areas (subject area integration)
- .. Infusing First Nations, Métis, Inuit and multicultural perspectives and
- .. Managing time when full-time teaching
- .. classroom management
- .. instructional strategies
- .. assessment strategies
- .. differentiation in the classroom

Facilitators are also encouraged to have school division leaders (i.e. directors, superintendents, Human Resources personnel, etc.) attend the in-service and address the teacher candidates regarding hiring practices, division philosophy and policies, etc.

### **Facilitator Role:**

Plan and lead in-service based on needs of students; including PGP and assessment support.

**\*\*please note that the additional topics may be added as directed by the CFE, when necessary.**

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## Part D – If Difficulties Arise During Extended Practicum

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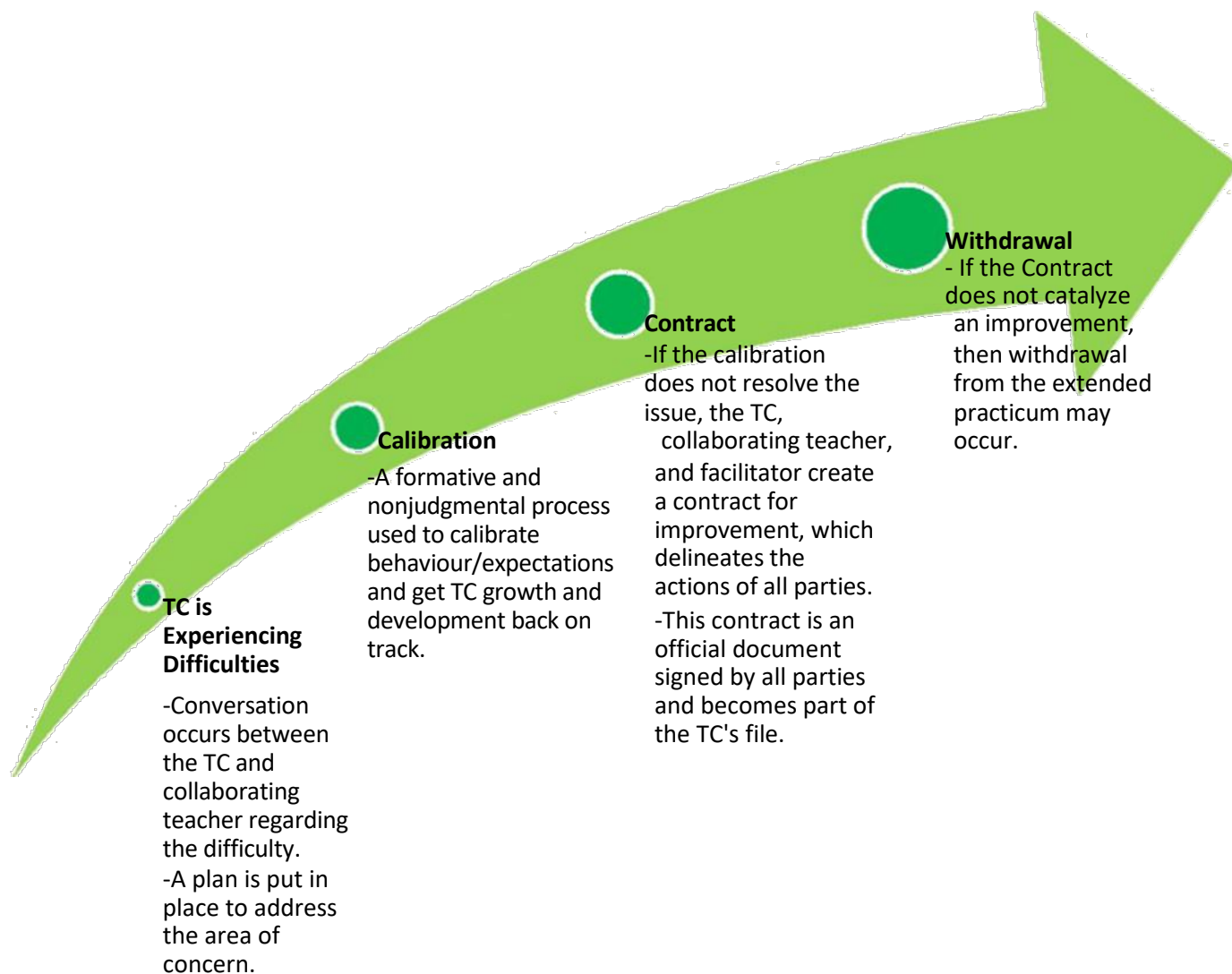
The Extended Practicum process can be a stressful and frustrating experience for some teacher candidates and collaborating teachers. As mentioned earlier, part of facilitator's role is to guide and support the teacher candidate and the teacher candidate-teacher relationship. This often includes providing extra support when the teacher candidate is struggling, or when the standard mentorship process is unsuccessful.

When this is the case, it is extremely important to be candid and frank about the difficulties and to work out the situation. ***It is important to specifically identify any particular difficulties the teacher candidate may be experiencing within these areas as soon as they arise, so that these problems can be collaboratively addressed as soon as possible.***

Minor difficulties often compound and become significant issues when unaddressed, so early identification and resolution is essential.

In situations like this, it is essential that the following principles are maintained as a priority:

- Establishing and maintaining open, honest AND respectful dialogue. Identifying the specific cause(s) of the difficulty, and creating a clear and attainable plan for the reconciliation of the issue.
- Continuing validation of the work and opinions of all parties involved. - When issues and difficulties remain unresolved, facilitators are to facilitate the Calibration/ Contract/Withdrawal process:
  - Go to the following link and search under the appropriate heading: <http://www.education.usask.ca/fieldexperiences>
  - **Notify the Coordinator of Field Experience about entering into this process. The CFE works through the withdrawal document.**



	Relationship-based Difficulties	Competency-based Difficulties
<i>What is a Difficulty?</i>	<ul style="list-style-type: none"> <li>-Personality conflict between the teacher candidate and co-operating teacher</li> <li>-The teacher candidate does not accept and/or implement constructive feedback</li> <li>-One or both of the parties involved is not upholding professional standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>-Despite the supportive efforts of the teacher, the teacher candidate continues to struggle with one or more aspects of teaching (pedagogy, planning, classroom management, etc.) -</li> <li>Teacher candidate development has plateaued.</li> <li>-The teacher candidate is failing to meet the requirements of Extended Practicum (i.e., attendance, handing in lesson plans, keeping up with PGP, keeping up with marking, etc.)</li> </ul>
<i>How does the facilitator address this?</i>	<ul style="list-style-type: none"> <li>-Always adheres to the codes of professional conduct and encourages all parties to do so as well. -</li> <li>Helps the partnership develop and maintains an open, honest and respectful dialogue.</li> <li>-Meets with the teacher candidate and teacher to facilitate a renewed focus on relationship-based collaboration (Please see Extended Practicum handbook)</li> </ul>	<ul style="list-style-type: none"> <li>-Helps the teacher candidate and teacher identify the root causes of the teacher candidate's struggles, and create an action plan to address these issues.</li> <li>-Provides resources that may help the teacher candidate solve the problem.</li> <li>-Provides mentoring guidance to the teacher and, possibly, the teacher candidate.</li> </ul>

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**Facilitator role:**

- Using the process indicated and other components such as progress reports, PGP evidence, and midterm assessment, facilitators will serve a supportive role for this partnership but also monitor any issues that may arise and provides guidance.
- Communicate with CFE any issues that need immediate attention and support from the college.



- o Communicate with the CFE any issues that arise that require a calibration and/or contract so guidance is provided.
- o Email the CFE with the calibration or contract and keep the CFE updated on its process.

### Communicating when there are difficulties

Often, the best intentions of being a competent, respectful teacher candidate and a positive, mentoring collaborating teacher can become strained. Expectations rise, assumptions occur and then resentment can erode the collaborative relationship between the teacher candidate and collaborating teacher.

As a facilitator, you may have the opportunity to remind the collaborative team of how their different personalities, temperaments and belief systems may affect the working relationship. The first seminar is an opportune time to clarify expectations from both a teacher candidate and collaborating teacher perspective. Being explicit in determining how the supervision cycle will work for them, expectations about lesson and unit planning, feedback preferences and what each of them needs from the Extended Practicum can lead to better communication.

Some of the contexts in which difficulties can occur are:

- The teacher candidate has a different temperament or personality, which can lead to possible challenges in communication.
- The teacher candidate and collaborating teacher have not set the groundwork for essential expectations around professionalism, attendance at staff meetings, pre/post conferencing times, timeline for completing corrections or assessments, etc., and tension has developed.
- The teacher candidate struggles with efficiency in planning lessons/units and falls behind in having lessons prepared in time for the collaborating teacher to peruse and give feedback on before teaching.
- The teacher candidate plans engaging activities and assignments but neglects to factor in the time commitment for correcting and assessing those activities/assignments.
- Corrections pile up.
- Attendance becomes an issue as well as the possibility of lack of communication around attendance
- Feelings that commitments are not being honoured (i.e.: time set aside for the supervision cycle, expectations around mentoring, insufficient planning, and disregard for collaborative meeting times...)

If critical conversations are not encouraged, assumptions and feelings of resentment can lead to the teacher candidate feeling misunderstood and anxious, and the collaborating teacher feeling pressured over perceived lack of engagement or preparation.

**Sometimes the need for calibration and contract will arise regardless of these preventative measures, and the facilitator may need to introduce the need to enter into the process. Collaborating teachers are often hesitant to suggest this process.**

# Part E – Assessment

## A) Importance of the PGP

During Extended Practicum, assessment and evaluation of professional growth will be continuous. Teacher candidates are expected to continue to collect and analyze evidence of professional growth using the Professional Growth Portfolio (PGP).

Formal written feedback from collaborating teacher(s) (daily, if possible) and from formal visits by Extended Practicum facilitator should be included as 'evidence' of professional growth in the PGP.

Other materials to be gathered as evidence include lesson plans, self-evaluations, peer feedback, and can include (with permission) photos, video clips and examples of work collected from students.

Evidence of progress toward achieving program goals and outcomes, along with developing professional competencies, will be regularly discussed with the collaborating teacher and during visits with the Extended Practicum facilitator. On a weekly or bi-weekly basis, teacher candidates are expected to identify and discuss with collaborating teachers one or more particular program goals/outcomes for focused attention and should identify some necessary action(s) to provide evidence of growth.

Because feedback and reflection are required for professional development, pre- and post-conferencing are very important and jot notes from these professional conversations can be included in the PGP. The teacher candidate should be encouraged to take notes of teacher feedback when it is given verbally. He/she doesn't need to rely solely on written feedback from the collaborating teacher and can use his/her observation notepad to document verbal feedback.

When possible, a cluster of teacher candidates in a school can provide feedback for one another during peer coaching opportunities. Jot notes or more formal written feedback from these opportunities can also be included as evidence in the PGP.

**B) Planning for the midterm assessment. Role of Facilitator:**

<p><b>Before: Planning for the midterm assessment (emailed to collaborating teachers and teacher candidates 1-2 weeks in advance of completing the midterm assessment. Should be covered at Seminar 1</b></p>	<p><b>During: Collaborating on the midterm assessment</b></p>	<p><b>After: Interpreting and providing communication around the midterm assessment</b></p>
<ul style="list-style-type: none"> <li>&gt; Are the collaborating teachers and teacher candidates aware of what constitutes "evidence"?</li> <li>&gt; Have they been made aware of examples of evidence several weeks before completing the midterm evaluation?</li> <li>&gt; In their pre-conferencing, have target PGP goals and anticipated evidence been set?</li> <li>&gt; Has critical feedback been shared with the teacher candidate?</li> <li>&gt; Has the collaborating teacher been able to see evidence of reflection on and application of that feedback?</li> <li>&gt; Has the teacher candidate gathered a variety of examples of meeting/working towards the competencies? (see "formative assessment rubric")</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Are the teacher candidates and collaborating teachers aware that they are encouraged to complete this formative assessment <b>together</b>?</li> <li>&gt; Are the teacher candidates and collaborating teachers aware that they have a half day of prep allotted for this task?</li> <li>&gt; The collaborating teachers and teacher candidates are encouraged to discuss "next steps" in areas that need improvement?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The facilitator will look for inconsistencies in the midterm assessment, i.e.: specifics are not identified for NY, etc.</li> <li>&gt; The facilitator will note the areas that have been outlined as a concern. Have clearly written "next steps" been outlined?</li> <li>&gt; The facilitator will ask the collaborating teachers and teacher candidates for feedback after the midterm assessment. Did they feel that it was collaborative? Is there a concern that they would like addressed with the assistance of the facilitator? Remind the collaborating teachers and teacher candidates of the "When Difficulties Arise" section of the teacher candidate handbook.</li> </ul>



### C) FINAL ASSESSMENT

At the end of Extended Practicum, a final evaluation is completed (see [“Assessment & Evaluation” on website](#)).

The final evaluation report indicates that the teacher candidate has successfully completed the requirements of the intensive field experience. Collaborating teachers and teacher candidates, in consultation with Extended Practicum facilitators, complete the final report.

This report is an official document that the teacher candidate relies on as documentation of their teaching experience. It gets uploaded digitally to school board websites when the teacher candidate applies for employment.

It is the College’s expectation that the final evaluation is done collaboratively with the teacher candidate and collaborating teacher. Providing examples of evidence is the responsibility of the teacher candidate. The facilitator may be asked to provide assistance with the final evaluation if some communication challenges exist between the teacher candidate and collaborating teacher.

Facilitator role:

Do:

- > Check over the evaluation for grammar, spelling, verb tense agreement etc.
- > Look for alignment of rubric descriptors with written descriptors, as well as evidence of those descriptors, i.e., if the teacher candidate has been given a “highly proficient” in a particular competency on the rubric, does the written evidence offer corroboration?
- > Check that the teacher candidate and teacher are able to provide evidence of **growth** between the midterm and final assessments. If the teacher candidate is performing the same (level, intensity, impact), the ratings should not remain the same.
- > Encourage the collaborating teacher and teacher candidate to remember the significance of the document for future career opportunities.
- > If necessary, encourage the collaborating teacher and teacher candidate to be aware of emotional triggers that have occurred during the Extended Practicum; the final document needs to be reflective of the entire Extended Practicum and should not dwell on any one particular shortcoming or strength.
- > Email reminders about expectations for when you would like the final assessment to be submitted online.

- > Remind teacher candidates to make at least two copies with original signatures so they have a couple for their records.
- > Each facilitator must submit the final assessments in a Zip file to [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca)

Don't:

- > Communicate separately with the teacher candidate and the collaborating teacher; encourage meeting as a “team” to complete the evaluation
- > Forget that the Extended Practicum is 16 weeks and the final evaluation needs to reflect the entire Extended Practicum

Share with collaborating teacher and Teacher



# Part F – Feedback and Observations

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## Using feedback to communicate

When the facilitator goes to observe a lesson (teacher candidate should be expected to email the lesson prior to the day of teaching), ensure the lesson has a PGP focus and that the teacher candidate is able to express the anticipated evidence for the PGP target.

Discuss with teacher candidate if feedback has been sufficient.

Feedback is one of the key building blocks of becoming a successful teacher. The facilitator has the opportunity to be part of the teacher candidate's success through giving feedback on the teacher candidate's progress.

Below are some examples of utilizing the right balance of positive/critical feedback, within the context of being a mentor:

- a. Review the teacher candidate's lessons – ask him/her what goal or PGP competency you should focus on.
  - The teacher candidate and collaborating teacher should be aware of what the evidence looks like that will demonstrate competency in that PGP target
  - Feedback should be based on the TECC competencies, but may address other skills or behaviours.
  - It should be descriptive and specific
  - Feedback will have a greater chance of being implemented if it is part of a collegial conversation where the teacher candidate feels a positive atmosphere
  - Focus on one area, or competency, at a time
- b. Encourage the teacher candidate to utilize feedback in preparing/developing original teaching plans
- c. If necessary (or requested) plan with the teacher candidate for effective assessment
- d. Provide appropriate assistance in helping the teacher candidate meet the diverse learning needs that include accommodations and differentiation

The facilitator will do at least **two observations** during the practicum. Lesson plan must be provided ahead of time and the teacher candidate should have their PGP, collection of planning, supporting materials, method of assessment and documentation, and collection of feedback present at the time of observation and provide time for discussion. More observations may be necessary, especially if part of the calibration or contract process.



## Lesson observations

What are the differences between when a collaborating teacher conducting a lesson observation and a Teacher candidate Facilitator is conducting a lesson observation?

1. Let the teacher take the lead
2. Facilitator: take what they're saying and expand upon it. Make sure to identify positive points of the lesson and teacher candidate delivery.
3. Was there a TECC goal that didn't get mentioned in the teacher's feedback that you could comment on?

Do:

- check that components are met (for example, the essential question, the outcome or "I can" statement)
- ask to see previous lesson feedback: binder or digitally organized
- ask the teacher candidate and teacher how that lesson compared to earlier ones: What improvements are you seeing, what strengths are beginning to emerge?
- ask how do both feel about the amount of feedback that is being given?
- UbD – assessment tool

Don't:

- contradict the teacher
- make the relationship worse for the teacher/teacher candidate
- listen to the feedback given from the teacher and minimize it
- dismiss the teacher candidate's concern over the amount of feedback being given

## UBD Feedback

The facilitator's role in giving feedback on the units looks differently than the expectations for the collaborating teachers.

When to give feedback:

There are two possible scenarios that a facilitator could be sharing feedback on a unit:

- a) The teacher has not co-generated the unit or has not already given feedback:

This unit may need more formative/constructive feedback to guide the teacher candidate in the College expectations of unit planning.

- > What kind of feedback does the teacher candidate need?
- > Are the key components of the unit plan completed?
- > Does this teacher candidate need some more mentoring from the teacher or yourself in unit planning?
- > Are the lesson plans cohesive with the unit? Does the unit address the selected outcomes?
- > Does the unit have a performance task? What other formative assessment strategies are planned?

b) The teacher has co-created or given feedback:

- The unit has already been perused and acknowledged by the teacher; therefore, give credence to the teacher's feedback and time spent on giving feedback.

Next steps with UBD feedback:

- a) Reiterate the growth you've seen in the unit planning, and your appreciation for the mentorship the collaborating teacher has given.
- b) Ask: how can you, the facilitator, support the teacher candidate/partner teacher with moving forward with unit planning?
  - > To the teacher: Do you need me to spend some time with individual unit planning, if your time as a collaborating teacher is limited?
  - > To the teacher candidate: Would you like some assistance in a specific area of the UBD?
    - o Essential questions/knowledge/skills/FNMI
    - o Differentiating
    - o Resources
    - o Assessment
- c) Ask: how will you both know that progress has been made in unit planning?
  - > Time and preparation on unit planning will become more streamlined
  - > Growth in the identification of learning strategies to further differentiate for the diversity in the classroom will be evident
  - > Growth in the identification of assessment strategies will be evident
    - o More variety in pre-assessment, formative and summative
    - o Interesting methods of communicating student achievement will be noted
    - o

**\*\*PLEASE SEE THE END OF THIS BOOKLET FOR UBD CHECKLIST**

## Part G – Important Dates

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Please refer to the Extended Practicum Handbook for important dates and in this handbook.

### **Facilitator Role:**

- Communicate with the teacher candidate via email the important dates as reminders when appropriate.
- Communicate any dates to teacher and admin. when relevant.
- Ensure your submit travel expense forms and other expenses within 30 days to the Field Office's Admin support.

## Part H- Claiming Expenses

Refer to the contract for details. Sphinx will provide greater details during the Facilitator orientation sessions.

# Part I- COMMUNICATION CONT.

Other areas of communication not already discussed to consider:

There are three levels of communication that are important to the success of the teacher candidate during the Extended Practicum:

## Communication with the College:

From the teacher candidate

- Sharing the PGP with the facilitator
- Sharing the required unit plans with the facilitator
- Emailing the facilitator when absent
- Participating in seminars
- Planning for facilitator's observation visits
- Letting the facilitator know when communication has become an issue with the collaborating teacher

From the collaborating teacher

- Connecting with the facilitator in the first week or two of school to ask any pertinent questions about the expectations of Extended Practicum
- Attending the first seminar in September
- Taking the lead in the supervision cycle with the teacher candidate when the facilitator arranges to formally observe the teacher candidate's lesson
- Being aware of the Extended Practicum timeline and will alert the facilitator to any scheduling conflicts that could arise
- Alerting the facilitator to any attendance issues or professional misconduct issues (after initial conversations with teacher candidate)

From the facilitator

- Regularly sharing pertinent information from the College with the teacher candidate and collaborating teacher
- Regularly updating the teacher candidate and collaborating teacher about accessing the College website for forms and important dates
- Offering support (as needed or requested) to the teacher candidate or collaborating teacher
- Sharing concerns with Field Experiences Coordinator if difficulties have arisen

## Communication with the teacher candidate:

### From the facilitator

- sending weekly/bi-weekly “check-ins” to let the teacher candidate know that they’re being thought of
- At the two seminars
- At the two formal observations on-site
- Sharing pertinent feedback on lessons and units
  - > Before/during/after a formal observation
  - > Through email if asked to peruse and give feedback
  - > Giving explicit examples of how to incorporate feedback into future lessons
  - > Accepting that there may be a range of support needed during the Extended Practicum (with the possibility of assisting with planning and with communication difficulties with the collaborating teacher)
  - > Asking to look at the PGP at check-ins (based on the schedule that the facilitator communicates)
    - o PGPs are to be submitted/viewed digitally or in print and will be available at scheduled times, at both in-services, formal observations, with unit plan #3 and with the final assessment

### From the collaborating teacher

- Clarifying expectations around the supervision cycle: try to set a routine for the pre-conferencing, observation and post-conferencing-
  - > Was the lesson shared at least a day ahead of time?
  - > Was it emailed ahead of time?
  - > Was it apparent that feedback was incorporated from previous lessons before teaching the lesson?
  - > Were PGP goals identified for the observation?
  - > Was critical reflection noticeable during the post-conference?
- As the facilitator, it is important to ensure that the Learning Supervision cycle has been discussed in detail, and that the teacher candidate and collaborating teacher are aware of possible challenges to finding and maintaining the time commitment.

## Communication with the collaborating teachers

### From the facilitator

- Weekly/bi-weekly “check-ins” to let the teacher know that it’s okay to ask questions
- Contact collaborating teacher as early as possible about attendance expectations
- Topics of discussion at the first seminar; allow for questions
  - > If the teacher is unfamiliar with the TECC competencies, they can be reminded that this is a PD opportunity for them to learn about the expectations of being licensed as a teacher by the SPTRB
- Possible areas where the teacher candidate may need support
- Continued support and appreciation communicated to the teachers
- Framing support in the shape of questions:
  - > How are the students responding to him/her
  - > Are there any areas that I could support you in (i.e.: help with unit or lesson planning, connect with resource people...)
  - > How are the PGP targets coming? Do you have any questions about the TECC competencies and how they relate to the assessments?
  - > When the facilitator reviews the record of lesson plans, does the teacher candidate know what evidence could be provided to reflect that PGP target?
- Sharing important information from the College about assessment, when difficulties arise, Bates awards...
- Sharing pertinent information about completing effective midterm and final assessments
- Explaining how to submit all of the teacher candidate’s unit plans to the Field Experience Office at the end of the Extended Practicum process (create a zip file)
- Sending in all Bates reference letters at once to [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca).
- **N.B.: Sharing requirements of the assessment and evaluation and their return.**  
That is:  
The College of Education is moving towards getting all documents in electronic format. Therefore, we ask
  - > the collaborating teacher to **fill in the final evaluation online - template for final assessments can be found under the section Extended Practicum – Assessment and Evaluation on the CoE – Field Website**. The teacher candidate will then fill in their part under the section teacher candidate’s self-assessment. The teacher candidate will then be responsible for getting the evaluation signed by all parties (principal, collaborating teacher and teacher candidate) and forwarding a scanned copy to the facilitator for final signing.
  - > The teacher candidate should then receive a copy of the final report with all signatures present.

- > The file naming convention used should conform to the following standard:  
**Lastname\_Firstname\_StudentNumber\_Extended\_Practicum\_422 or 425\_MMMYYYY**
  - > These verified scanned evaluations should then be zipped and sent via email to the field office admin staff at [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca) along with a checklist of students under each facilitator. Checklist should indicate if the assessment has been mailed, grade (P,F,IP), and if the assessment was not mailed, what is the status of it.
- 
- **Again, the Official Final Evaluation MUST be signed by collaborating teacher(s), the teacher candidate, the school principal and the facilitator.**
  - **This final evaluation report is an official document on which the teacher candidate relies as documentation of his/her teaching experience. It is the teacher candidate's responsibility to ensure they have a copy of their final assessment with all signatures present for their files for job application purposes.**

**IMPT: It is the responsibility of the teacher candidate to make sure they have a copy of this assessment fully signed by all parties for their files when they are applying for positions with school boards.**

From the teacher candidate

- Implementing the supervision cycle where both the teacher candidate and collaborating teacher know when they are meeting to pre-plan, peruse an upcoming lesson, give feedback or problem solve an issue with a student
- What TECC competencies the collaborating teacher could observe and give feedback on during a lesson
- Showing the collaborating teacher the PGP to keep the teacher updated on reflections and TECC goals and competencies
- There is an appendix in the STF's "Taking Your Place in the Professional Community" that could be a conversation starter for where the teacher candidate feels he/she may need some assistance



## Communication through the PGP

The PGP is still the key means of communicating that evidence of growth is occurring during the Extended Practicum. The teacher candidate has some choices on how to input evidence of growth and meeting the TECC competencies. Please see the Extended Practicum Guidebook or our website.

When the facilitator goes to observe a lesson, he/she will ask to see the PGP to assess which goals have been a focus, what the anticipated evidence for the PGP goal will be, what the teacher candidate's reflections are and what "next steps" have been identified. The facilitator will also ask to see it at the two in-services, and at other times during the Extended Practicum (for example, at two week "check ins").

It is encouraged that PGP reflections be completed on a daily basis as it is a valuable tool for keeping track of evidence and reflections for the mid-term and final assessment. The PGP may also have some value when applying for employment, if the employer asks for specific examples of how diversity was accounted for, or how FNMI was infused into lessons.

Teacher candidates began to use the PGP regularly during EDST 321, so they may still require feedback about their entries, especially when it comes to critical reflection.

## Awards

*Facilitators – please remind teacher candidates that their cover letter must fit the parameters of the award. If nominated for the Bates, and the TC applies for the Wayne Dyck Scholarship, the cover letter MUST be different. Encourage them to invest time in their applications.*

### Bates Award for Excellence in Extended Practicum

<b>Value</b>	Not applicable
<b>Number offered</b>	Varies
<b>Eligibility</b>	<p>The Bates Award for Excellence in Student Teaching is a prestigious award received by meritorious undergraduate students in the College of Education at the University of Saskatchewan in their final term of study. The Award is annually presented to the top 2% of College of Education teacher candidates who have demonstrated educational excellence; innovation; a high degree of impact upon their fellow students, students in the school, or the community; and academic achievement during their Extended Practicum.</p> <p>Teacher candidates may be nominated by their extended practicum collaborating teacher, facilitator or the school principal where the practicum took place.</p> <p>Each of the following is required for general consideration. Where circumstance is explained and deemed by the adjudication committee to be appropriate, incomplete files may be considered:</p>

	<ol style="list-style-type: none"> <li>1. <b>Teacher Candidate's Final Assessment:</b> The Bates Award Committee will request a copy of the teacher candidate's extended practicum final assessment from the Programs Office prior to the adjudication. The teacher candidate need not take action on this item.</li> <li>2. <b>Nomination Statement in Support of a Teacher Candidate signed by Collaborating teacher, College Practicum Facilitator and School Principal:</b> One nomination letter, of no more than 500 words, should be sent in confidence, and be received by the Bates Award Committee (through the Undergraduate Programs Office) by email at <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> no later than 4:30 pm on the first business day of February of the calendar year following extended practicum for those students doing the practicum in term one, and not later than April 30 of the same calendar year for those doing the practicum in term two. The nomination letter must be signed by the collaborating teacher, the practicum facilitator, and the school principal. The letter must extend the information presented in the extended practicum final assessment form, and focus on the impact of the teacher candidate's efforts on students, the school, and/or the community.</li> <li>3. <b>Statement of Professional Growth by Teacher Candidate:</b> A 500-word statement of professional growth written by the teacher candidate must be received by the Bates Award Committee (through the Undergraduate Programs Office) by email at <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> no later than 4:30 pm on the first business day of February of the calendar year following the extended practicum for those students in term one, and not later than April 30 of the same calendar year as the extended practicum for those students in term two. The letter of introduction should include a description of the program of study undertaken within the College of Education. A detailed explanation of the nature and circumstance of the extended practical experience should be provided. Finally, the statement should acknowledge the impact of the extended practicum on the teacher candidate's growing professional identity as a teacher, noting what the teacher candidate has learned from the experience about teaching, about learning, and about the experience of becoming a professional educator.</li> <li>4. <b>Statement of Academic Achievement:</b> The Bates Award Committee will request a copy of the teacher candidate's transcripts from the Programs Office prior to the adjudication. The teacher candidate need not take action on this item.</li> </ol>
<b>Selection criteria</b>	Based on academic merit and the merit of the submitted documents
<b>Apply</b>	To be considered for this award, required documents (listed under Eligibility) must be submitted by 4:30pm on the day of the deadline (through the Undergraduate Programs Office) by email at <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> .
<b>Deadline</b>	The "first business day of February" for students completing their extended practicum in Fall; or "the last business day of April" for students completing their extended practicum in Winter term.

<b>Nominated by</b>	Please refer back to the section in “eligibility”. May be nominated by extended practicum facilitator, collaborating teacher, or the principal of the school where the extended practicum took place.
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## Wayne Dyck Memorial Scholarship in Education

<b>Value</b>	\$3,000
<b>Number offered</b>	2
<b>Eligibility</b>	To be eligible, students must have completed their Extended Practicum or Alternative Extended Practicum. Applicants must submit one letter of support, signed by the extended practicum host school principal and collaborating teacher(s) to demonstrate how the extended practicum has contributed to the culture of the school and fostered a positive learning environment. The letter should also provide examples of the applicant's potential as a leader in education and describe any extracurricular involvement of the student. Email the signed letter of support to <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> . The applicant must also submit a one-page letter to <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> describing a specific moment or experience that was the highlight of his or her extended practicum.
<b>Selection criteria</b>	Based on the merits of the submissions, as determined by the Award Committee, with reference to the applicant's leadership, contribution to school culture and involvement in extracurricular activities (as shown in the support letters) as well as the strength of his or her connection with students (as shown in the personal letter).
<b>Donor</b>	Tyson Dyck (BA 2000)
<b>Apply</b>	To be considered for this award, required documents (listed under Eligibility) must be submitted by 4:30pm on the day of the deadline (through the Undergraduate Programs Office) by email at <a href="mailto:awards.education@usask.ca">awards.education@usask.ca</a> .
<b>Deadline</b>	The first business day of February

## CLOSING

The Facilitator Guidebook covers the main requirements and components of the Extended Practicum and the role of the Facilitator. Please also refer to our website and the Teacher candidate Guidebook on certain areas as indicated in this guidebook.

As always, please do not hesitate to contact the Field Experience team on campus if you have any questions.

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# Extended Practicum Progress Report

Teacher candidate:		Date:	
Collaborating teacher:		Facilitator:	
<b>1. Professionalism</b>			
<b>1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities</b>			
<b>On Target:</b>		<b>Strengths:</b>	<b>Areas of Concern:</b>
Y	N		
<b>1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners</b>			
<b>On Target:</b>		<b>Strengths:</b>	<b>Areas of Concern:</b>
Y	N		
<b>1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners</b>			
<b>On Target:</b>		<b>Strengths:</b>	<b>Areas of Concern:</b>
Y	N		
<b>1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer</b>			
<b>On Target:</b>		<b>Strengths:</b>	<b>Areas of Concern:</b>
Y	N		

<b>2. Knowledge</b>			
<b>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;</b>			
<b>On Target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
Y N			
<b>2.2 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;</b>			
<b>On Target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
Y N			
<b>2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);</b>			
<b>On Target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
Y N			
<b>2.4 demonstrates an understanding of the organizational and legal contexts of schooling;</b>			
<b>On Target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
Y N			
<b>2.5 demonstrates proficiency in the language of instruction;</b>			
<b>On Target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
Y N			
<b>2.6 demonstrates ability to use technologies readily, strategically, and appropriately;</b>			

<b>On Target:</b>  Y  N	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>
<b>2.7 demonstrates ability to strive for/pursue new knowledge.</b>			
<b>On target:</b>	<b>Strengths:</b>	<b>Areas of Concern:</b>	<b>Next Steps:</b>

### 3. Instructional

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;

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.

*Progress to date:*

*Next Steps:*

### 4. Curricular

4.1 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 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas

4.3 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

*Progress to date:*

*Next Steps:*



## Appendix - Checklist for Unit Plans (Option 1)

### Stage 1: Identify Desired Results

- > Broad Areas of Learning: Identify how the BAL are incorporated in unit? (Authentic statement. Cutting and pasting from the curriculum document)
  - provides a statement that is too broad.)
  - > Cross Curricular Competencies (CCC): Identify how this unit will promote
    - the CCCs? (Cutting and pasting is not acceptable.)
- > Learning Outcomes
  - Identify relevant goals the unit will address with curriculum designations (e.g. IN2.1)
- > Enduring Understandings
  - Identify the desired understandings about the big ideas that the students will gain from this unit
  - Predictable misunderstandings
- > Essential Questions
  - Identify the provocative questions that will foster inquiry into the content
  - Questions are open ended
  - Questions stimulate thought and inquiry
  - There is a direct link to the content of the enduring understanding
- > Knowledge
  - Identify the knowledge students will acquire
  - Content comes from indicators and addresses pre-requisite knowledge the students need to be successful in the assessments.
  - What will the students need to know by the end of the unit?
- > Skills
  - Identify skills/behaviours students will acquire and exhibit throughout the unit
  - What will the students be able to do by the end if the unit?

### Stage 2: Assessment Evidence

- > Performance Tasks: to demonstrate understandings, knowledge, and skills.
  - Tasks are authentic
  - Criteria to assess understanding is developed (rubric)  
A test is not a performance task
- > Other Evidence
  - Identify evidence that will be collected to demonstrate student achievement/growth
    - Formative assessments are planned
    - Summative assessments are planned
- > Assessments reflect the identified outcomes, skills and knowledge of the unit
- > Student Self-Assessment: Identify how students will reflect or self-assess their learning
- > Identify how communication with students and parents will be supported

### Stage 3: Learning Plan:

- > Teaching and Learning experiences to be used:
  - Learning plan is detailed and descriptive
  - Alignment with Identified Desired Results in Stage 1 (Curricular Outcomes, Enduring Understandings, Essential Questions)
  - Experiences are connected to assessment tasks identified in Stage 2
  - Identify plan to engage students at the beginning of the unit
  - Learning Activities – summary of the lesson

- Attached lesson plans:
  - Formative and/or summative assessment identified for each lesson
  - Includes:
    - BAL and CCCs connections
    - Formative (Assessment For Learning) and/or Summative Assessment (Assessment OR Learning)
    - Resources
    - PGP Targets (TECC goals)
    - Reflection about the lesson after teaching

#### **Stage 4: Assess and Reflect**

- > The teacher candidate has provided evidence of assessment and reflection in the following areas:
  - Required Areas of Study:
    - Alignment between outcomes, assessments, and learning experiences
  - Adaptive Dimension
    - Purposeful adjustments have been made to the curriculum content, instructional practices and the learning environment
    - The learning needs and diversities of all students are being met
  - Instructional Approaches:
    - A variety of teacher directed and student centered instructional approaches are used
  - Resource Based Learning:
    - Students have access to various resources on an ongoing basis
  - FNMI Content and Perspectives have been infused into the unit plan
  - Gender Equity/Multicultural Education: Diversity will be nurtured and promoted while honoring each child's identity
  - Handouts, questions, student reflections, etc. are planned
- > Professional Growth Portfolio Goals are embedded into the unit plan and lesson plans

## Appendix -Unit Checklist (Option 2)

- Grade, subject, title of unit indicated
- Time frame – how many minutes per week? How many weeks?
- Broad Areas of Learning – your own words to describe how your unit will help students achieve the BALS
- Cross-Curricular Competencies – your own words to describe how your unit will help students achieve the CCCs (Be specific, there are 4 categories, with 3 areas in each category)
- Outcomes AND selected indicators – this may be cut and paste from the curriculum
- All sections are completed – “Enduring understandings”, “Skills”, and “Knowledge” sections may be completed point form
- Performance Task – an exam is not a performance task *This is where we could insert the questions that Anita and Gisele have developed.*
- The learning plan on the unit may be a summary because the details will be found in the lessons that you are attaching.
- Stage 4 – fill this out so that you have a plan for meeting the diverse needs in your classroom
- Under “instructional approaches”, be specific. Examples are “discussion”, “demonstration”, “case study”, “role play”, etc.
- Did you remember to attach the minimum of 10 lessons?
- Have you re-submitted the unit to reflect any questions or revisions that were indicated?
- Any changes that you found necessary during instructio

### Appendix - Understanding by Design Unit Planning Rubric (Option 3)

Target	Not Present	Beginning	Approaching	Meeting	Mastery
The student has utilized the UbD format and backwards planning philosophy.					
The Unit Plan displays appropriate connections to a specific K-12 Sask Curriculum, including Outcomes and Indicators (or Objectives), as well as assessments for each lesson.					
The Unit Plan includes an in-depth explanation of the unit rationale (connections to Broad Areas of Learning Cross-Curricular Competencies, and Learning Outcomes) as well as the Learning Targets that your students will be working towards (Enduring Understandings, Essential Questions, required knowledge and skills)					
The Unit Plan includes a detailed assessment plan that describes how you will know if your students have met their learning targets and includes both formative (Assessment FOR Learning) and Summative (Assessment OF Learning) Assessments.					
The Learning Plan includes detailed, step-by-step learning activities that include Desired Outcomes, Assessment Evidence and Learning Plan for each lesson.					
The Unit Plan focuses on student-centered learning (hands-on, authentic, constructivist, promoting active learning).					
The Unit Plan includes Indigenous perspectives, content and ways of knowing					
The Unit Plan is intellectually rigorous, engaging to ALL students, and focused on the development of student understanding					
The student has included a self-assessment and reflection of the unit in which the curriculum connections, differentiation plan, instructional approaches inclusionary practices are explained <b>in detail</b> .					

Comments:

## Appendix - UbD Unit Plan Rubric (option 4)

Target	Not Present	Beginning	Approaching	Meeting	Mastery
<b>STAGE 1 – IDENTIFY DESIRED RESULTS</b>					
Includes a full description of which <b>BALs and CCCs</b> are included in the lessons within the unit and how they will be promoted.					
The list of <b>outcomes and indicators</b> are a comprehensive list of those that are included in the lesson plans within the unit.					
The unit plan includes a detailed description of the <b>Enduring Understandings, Knowledge, and Skills</b> that are hoped to be acquired throughout the full unit.					
The unit plan includes a list of <b>essential questions</b> that are open-ended, in student-friendly language, and spark inquiry. These are also throughout the included lesson plans and assessments.					
<b>STAGE 2 – ASSESSMENT EVIDENCE</b>					
A <b>Performance Task</b> is described in detail and relates specifically to the desired understandings, knowledge, and skills. It is a way for the students to apply their knowledge and skills to demonstrate their learning in a real-life situation. A rubric or assessment <i>tool</i> is included.					
A list of other <b>assessments</b> used throughout the unit are included with a brief description of each. These assessments are found throughout the individual lesson plans in more detail.					
<b>STAGE 3 – LEARNING PLAN</b>					
A description of prior learning and how you may adapt the learning environment is included.					
A <b>motivational set</b> to engage students in the learning for this unit is included and part of lesson #1.					
A <b>summary of each lesson plan</b> is included with outcomes, CCCs, and resources.					
<b>STAGE 4 – ASSESS AND REFLECT</b>					
A <b>check-in and reflection</b> is included to ensure the unit aligns outcomes, assessments, and learning experiences. A check-in and reflection is included to ensure all learning needs are met (adaptations), a variety of instructional strategies are used, a variety of resources are offered, and diversity is nurtured and promoted while honouring each child's identity.					
A thorough list of <b>resources</b> is included in the unit. All materials have been handed in along with the unit.					

## UbD Detailed Lesson Plan Rubric

Target	Not Present	Beginning	Approaching	Meeting	Mastery
The lesson plan includes an <b>essential question(s)</b> that is open-ended, in student-friendly language, and sparks inquiry.					
The Lesson Plan includes an in-depth explanation of the desired results ( lesson rationale, connections to <b>Broad Areas of Learning and Cross-Curricular Competencies</b> . It is also explained <b>How</b> each of these will be promoted in the particular lesson.					
The Lesson Plan displays appropriate connections to a specific Pre-K-12 Sask Curriculum, including <b>Outcomes and Indicators</b> .					
The Lesson Plan includes <b>Treaty Outcomes and Indicators, FNMI content, perspectives, and/or ways of knowing</b> .					
The Lesson Plan includes 1-3 <b>PGP Goals</b> that will be demonstrated within the lesson.					
The Lesson Plan includes a detailed <b>assessment</b> plan that describes how you will know if your students have met their learning targets and includes formative (Assessment FOR Learning and Assessment AS learning) and summative (Assessment OF Learning) Assessments. It is explained how the assessment will be recorded and what they expect or hope to observe.					
The Learning Plan includes a <b>motivational set</b> that will “hook” students in the topic for the lesson (possibly through inquiry, problem solving, experimentation, engaging story, discussion, etc).					
The Learning Plan <b>Procedure</b> is a detailed, step-by-step, and thoughtful plan that connects to desired outcomes, essential question(s), and is based on student-centred learning (hands-on, authentic, constructivist, and promotes active learning)					
The Learning Plan includes <b>Adaptations and Differentiations</b> that are thoughtful to the needs of all learners. The adaptations are explained.					
The Learning Plan includes a <b>closing</b> that summarizes outcomes, checks for understanding, and possibly brings the lesson back to the essential question(s).					
Overall, the student has utilized the UbD format and <b>backwards planning</b> philosophy.					
After the lesson has been taught: Lesson Plan includes a thoughtful personal <b>reflection</b> of the implementation of the lesson using the 3 provided reflection questions.					

Adapted from Understanding by Design Unit Planning Rubric – in the Facilitator Guidebook 2022-2023 by Sarah Reid, included with permission.

## Appendix – Professionalism

At the heart of professionalism are respect, trust, and communication. Avoiding conversations about difficult situations does not resolve them. Addressing problematic situations early decreases the likelihood of escalation into serious conflict.

### Guiding Professionalism

There are several sources of documents which guide professionalism and ethics. The Saskatchewan Teachers Federation has three kinds of codes: Code of Professional Ethics, Code of Conduct, and Code of Competence. The Saskatchewan Professional Teachers Regulatory Board has statements about Conduct and Competence and, in fact, has the power to regulate the conduct of the licensee (certified teachers) by establishing rules of practice and standards of conduct, which are enforceable through a discipline process. As a student of the University of Saskatchewan, the teacher candidate has a Professionalism section (College of Education) to consult and to follow. The Canadian Teachers Federation also may serve as a guide and has published a very useful document about technology and media (Cybertips for Teachers).

In addition, knowing the expectations for Extended Practicum will help to prevent situations that could become problematic.

These resources may be found at the following websites:

- <http://www.usask.ca/education/students/professionalism.php> <http://www.ctf-fce.ca/en/Pages/Issues/Cybertips-for-teachers.aspx> <https://www.stf.sk.ca/teaching-saskatchewan/teacher-professionalism/codes-standards>
- [http://www.sptrb.ca/web/SPTRB/Conduct\\_and\\_Competence/Conduct/SPTRB/Conduct\\_and\\_Competence/Conduct.aspx?hkey=b87a2346-8bb5-4c1c-87be-3136effeea28](http://www.sptrb.ca/web/SPTRB/Conduct_and_Competence/Conduct/SPTRB/Conduct_and_Competence/Conduct.aspx?hkey=b87a2346-8bb5-4c1c-87be-3136effeea28)

### 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 openmindedness 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/rightsresponsibilities/#conversations>)

### Teacher candidates may need the following reminder:

Please note: The school is a partner with the College of Education and they may require you (the teacher candidate) 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.



## Tips for Holding Courageous Conversations

1. Avoid assumptions
2. Think
  - about what has gone on
  - about what the real problem is
  - about whose problem this really is
  - about what you (collective you) need to do
  - about what it will take to move forward
3. Choose the right environment
  - a location that is private and comfortable is preferable
4. Straight talk
  - honest, open, direct communication is desirable
5. Adult to adult
  - avoid talking down to the other person
6. Body Language
  - what is your body language saying? Avoid being perceived as aggressive, defensive, or closed
7. Allow the person to have an emotional reaction, but don't make that reaction the focus of the conversation.
8. Avoid blame
  - be inquisitive and investigative – what went wrong? Why?
9. Listen
  - there are two people involved in the conversation (and also two perceptions)
10. Positive ending
  - aim for finishing positively

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Teacher candidates **do** require a reminder about professionalism and how professional ethics must guide their interactions.

## Punctuality, Attendance and Absenteeism

Be sure to adhere to the discussion that you have had with your collaborating teacher and school expectations for arrival and departure times. The teacher may only be able to meet very early before school begins; that is when you should be present. Arrival with the students, or arriving after the bell, is unacceptable. Stepping into the teaching profession assumes that you are ready to be responsible for students.

Part of being committed to the practicum and the teaching profession is adhering to the College's absenteeism policy. As professionals, it is expected that teacher candidates keep absences to an absolute minimum and adhere to the policies of the school division in instances of absenteeism during the field experience (ex. bereavement days).

However, because teacher candidates are responsible to the College of Education, they must report ALL absences regardless of the reason to the Facilitator, even partial days. In the case of illness, facilitators and collaborating teachers may ask the teacher candidate to provide a note from their physician.

Communication about absences includes the cooperating teacher, the facilitator, and to any other required personnel at the school (principal? school secretary?). When a teacher candidate is absent, the lesson plan, along with required materials and resources must be provided to the cooperating teacher.

Absences of 3 or more days - There will be a formal discussion with the collaborating teacher and the facilitator after an absence lasting 3 days or more, or frequent short term-absences. Habitual absences or late arrivals may lead to the facilitator and/or collaborating teacher initiating the calibration/ contract process.

See <https://education.usask.ca/documents/fieldexperiences/2018-2019-update/diff-arise/diff-arise-Absenteeism-Policy-FINAL.pdf>

## Further professional considerations:

**Plagiarism** is a breach of academic integrity, which includes use of someone else's work without providing proper attribution and passing it off as your own. Plagiarism does not necessarily include copyright infringement, although it can be used as the basis to charge someone with copyright infringement. For example, even though copying one sentence from a short story or article is legal under copyright law, it may still qualify as plagiarism if the source has not been adequately cited.

Honesty and integrity are expected of every student, and academic and/or non-academic misconduct penalties may apply in a case of plagiarism or copyright infringement.

(retrieved from: <https://library.usask.ca/copyright/students/plagiarism-and-infringement.php#top>)

### **Self-plagiarism: Universities' perspectives**

Many universities include warnings against self-plagiarism in their statements on academic integrity. USask is no exception. In its *Regulations on Student Academic Misconduct*, the university identifies the following as one example of misconduct: "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" ([University of Saskatchewan, 2016](#)). Professors expect to receive original work from students. Why? This work serves as evidence of a student's critical engagement with a course, showing that a student met the learning outcomes stated within the syllabus.

If students submit the same paper (or large sections of the same paper) to multiple courses, the integrity of their degree may also come into question. After all, students are expected to expand and deepen their knowledge and understanding of a wide range of topics. Not only this, they are expected to develop their critical thinking, communication, and research skills

in service of this pursuit. To sufficiently develop such knowledge and skills, a critical amount of unique work must realistically be completed.

(retrieved from: <https://cgps.usask.ca/onboarding/resources/extra-info/2self-plagiarism-an-introduction.php>)

## SUGGESTED EVIDENCE FOR PGP FOCUS

*(these are suggestions only, if a TC-CT team has difficulty either getting started or classifying evidence)*

Demonstrate **professional** (personal) competencies including:

1.1. the ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities

This may include:

- Using appropriate language: awareness of slang, stereotypical terms
- Setting appropriate boundaries: digital footprint, social media
- Demonstrating awareness of how different personality traits, learning styles and teaching styles may affect relationships
- Listening to the collaborating teacher's suggestions and can restate them in "I" statements
- Speaking professionally of collaborating teacher, parents, or students in the staffroom, on-line, etc., or refraining from speaking about collaborating teacher, parents, or students
- Understanding and displaying appropriate boundaries with students (avoids becoming a "buddy")
- Sharing lesson plans with adequate time for changes
- Investigating the nature of the community and its culture
- Demonstrating compassion, integrity, and concern for others
- Demonstrating interpersonal skills
- Demonstrating internal motivation
- Communicating in an honest, thoughtful and appropriate manner with learners

1.2. ethical behavior and the ability to work in a collaborative manner for the good of all learners:

This may include:

- Planning with collaborating teacher before beginning a lesson or topic
- Discussing appropriate communication methods with the collaborating teacher: when parents are contacted, how are they contacted, how the student is involved in the process
- Displaying self-control emotionally; demonstrating personal behaviour that is acceptable for classroom and school
- Respecting the privacy of students, parents, and teacher peers
- Adhering to STF code of ethics
- Working with other professionals in the classroom, with a team perspective
- Working with other professionals in the school or school division
- Making decisions that place the learner at the forefront of decisions

1.3. a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners:

This may include:

- Demonstrating awareness of and eliminating stereotyping in instruction, including language, gender, sexuality, perceived disability, and race.
- Asking students, staff, and parents about the correct pronunciation of their name
- Implementing the pronoun that the student, staff, or parents indicates is to be used
- Distributing questions in an equitable manner
- Avoiding power struggles with students

- Creating groups fairly and equitably
- Encouraging student language to be respectful of diversity and gender
- Encouraging a positive environment where mistakes are allowed, and judgment is limited
- Creating lessons, finding resources, using instructional strategies or assessments that are suitable for specific needs of learners
- Implementing classroom management practices that encourage mutual respect and cooperation
- Empowering all students in the classroom to have a voice
- Creating a brave, safe space
- Providing effective supervision
- College of Education - Extended Practicum Guidebook
- Following appropriate procedures when an event or incident occurs

1.4. a commitment to service and the capacity to be reflective, lifelong learners and inquirers:

This may include:

- Consistent use of the PGP
- Reflecting on own upbringing and how that could affect perceptions and judgments of other people/students
- Discussing what would encourage them to delve deeper into a topic or question
- Reflecting upon possible influences or factors that contribute to student behavior
- Taking a risk outside of comfort area (subject, grade level, setting, etc.)
- Attending professional development
- Reading about topics
- Participating in a professional learning community
- Accepting feedback in a professional manner
- Accepting feedback to improve practice

Demonstrate **knowledge** competencies including:

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 nonIndigenous peoples

This may include:

- Identifying statements or viewpoints that come from a colonial/settler perspective (for example, in textbooks)
- Developing an awareness and understanding of the impact and legacy of residential schools
- Reading the Truth & Reconciliation Calls to Action and developing an understanding of them
- Recognizing how the Calls to Action may be implemented. (Academic, class content, daily interactions, school community building).
- Recognize that intergenerational effects may impact school and family relationships. Seek ways to build and heal school and community relationships.
- Value Traditional Indigenous ways of knowing and learning.

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:

This may include:

- Demonstrating an understanding and respect of First Nations, Metis, and Inuit worldview, culture, and ways of knowing in everyday teaching and relationships with students and staff.
- Modelling respectful cultural interactions among communities.
- Incorporating elements of Indigenous cultures in teaching (i.e., storytelling, medicine wheel, sharing circles, connection to the land, family and community, etc.)
- Attending Professional Development focused on the integration of FNMI content and perspectives.
- Consulting and incorporating Treaty Kit resources.
- Awareness of FNMI resources (i.e., Office of the Treaty Commissioner, ministry and school division resources, etc.)

2.3. demonstrates knowledge of a number of subjects taught in Saskatchewan schools  
(disciplinary/interdisciplinary knowledge)

This may include:

- Plan lessons/units while being mindful of the content and outcomes in other courses.
- Making cross-curricular connections within lessons/units.
- Promoting and developing literacy across subject areas.
- Making connections to what the students are learning/have learned in other subjects and grades.

2.4. demonstrates an understanding of the organizational and legal contexts of schooling:

This may include:

- Understanding that the Education Act defines educational practices in provincial schools
- Understanding that there are differences between provincial and First Nations schools
- Recognizing that policies about different elements of education may differ depending on the policies developed by a school division's board of education
- Differentiating between school division and school personnel and their roles
- Adhering to privacy laws (e.g., sharing of information)
- Understanding the use of social media as an educator and the rules and protocols around school division technology use.
- Understanding the relationship between schools and the College of Education

2.5. demonstrates proficiency in the language of instruction

This may include:

- Communicating with students, staff, and parents in a clear, effective, and professional manner.
- Lessons should be void of grammatical and spelling errors, including on board, written documents and other materials provided to students and colleagues.
- Read aloud should have the correct pronunciation, tone, and flow.
- Using appropriate language: awareness of slang, stereotypical terms; professional level
- Modelling respectful and developmentally appropriate language usage.
- Participating in "teacher talk" and using the terminology of the profession.
- Using subject-area terminology in lessons and professional conversations.
- Finding and incorporating English as an Additional Language resources.

- Incorporating literacy instruction across subject areas.

## 2.6. demonstrates ability to use technologies readily, strategically, and appropriately

This may include:

- Incorporating available technology in lessons (i.e., computers, iPads, cellphones, Smartboard, apps, etc.).
- Modelling appropriate and professional digital communication.
- Encouraging and modelling digital awareness.
- Demonstrating knowledge of a variety of technological learning/communication resources (i.e., Remind101, Edmodo, Prezi, Google Docs, etc.)
- Including digital forms of assessment (i.e., creating blogs, videos, websites, etc.)
- Provide opportunities for students to use a variety of mediums and other technology.
- Adhere to proper etiquette and professional norms.

## 2.7. demonstrates ability to strive for/pursue new knowledge.

- Attending professional development
- Reading about topics
- Participating in a professional learning community
- Observing/learning from a variety of collaborating teachers and attempts to implement into your teaching
- Joining and interacting in professional learning communities (if possible)

Demonstrate **instructional** competencies including:

### 3.1. Demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes:

This may include:

- Use Assessment for Learning strategies to develop instruction which meets the needs of students
- If possible, participate in a Professional Learning Community in the school as it examines data to determine subsequent actions and how those actions will measure success
- Have an understanding of the data collection and utilization processes in a school or school division. (School Learning improvement plans, conferring with students, report cards, academic goals)
- Assist collaborating teacher with the delivery of division-wide and work with collaborating teacher to structure appropriate programming for the classroom

### 3.2. demonstrates the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation

This may include:

- Planning assessment to measure the learning outcomes
- Co-creating assessment tools with students (i.e.: rubrics, checklists, criterion-based formative, and summative assessment)
- Clearly outlining essential understandings and essential questions at the beginning of the lesson/unit so that the students had a roadmap of what they would need to know by the end of the lesson/unit
- Designing formative assessment so that future lessons would match student ability and

interest

- Focusing on student success and respect for different learning styles in the design and intent of the assessment/evaluation
- Demonstrating cultural responsiveness in the appropriate use of terminology and language
- Providing choices and transparency in all assessments
- Providing effective feedback on their learning and support a plan for success.
- Allow students to do a mock quiz and do their own marking so that they can establish their own learning goals
- Provide students with “I Can” statements at the beginning of the lesson (or the outcome and indicator for older students)
- Collaborating teacher and I separately marked assignments/presentations with a rubric and compared our grading thoughts

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.

This may include:

- Model workshop approach, inquiry- based, various group work, group discussions, portfolios, performances of understandings, teacher and student led.
- Provide consistency with strategies so students develop skills and provide them with various learning opportunities.
- Differentiate classroom environment and instruction to provide flexibility in pace, place, interest, and ability (blended learning, personalized learning)
- Replaced “worksheet” activities with active learning strategies
- During a lesson, provide multiple ways for students to practice, to inquire, and to investigate – allowing students to find ways that are the most suitable for their progress
- Planned for a flipped classroom by ...
- Taught the same lesson (outcomes and indicators) to two different classes (same grade), with different instructional strategies and some different resources

Demonstrate **curricular** competencies including:

4.1. 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

This may include:

- Lessons are aligned to the course curriculum while incorporating the Broad Areas of Learning and the Cross-Curricular Competencies
- Unit plans and lessons are relevant and incorporate the appropriate outcomes/ indicators
- Instructional delivery /resource modifications are made to meet the needs of students.

4.2. the ability to incorporate First Nations, Metis, and Inuit knowledge, content, and perspective into all teaching areas

This may include:

- Making learning connections to family, community, and environment
- Teaching and learning in a holistic manner that honours the students mental, spiritual,



emotional, and physical aspects of self

- Incorporating Treaty resources in the classroom
- Demonstrating respect for Indigenous culture, history, and perspectives
- Experiential learning through art, song, story, symbols, ceremony, etc.
- Place-based learning, learning about and through the land and community
- Honouring and incorporating the students' lives and experiences in the learning
- Planned lesson/unit around resource to examine beliefs about the Indian Act and debunk any misconceptions
- Planned lesson around "decolonization"

4.3. 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

This may include:

- Striving for students to find the relevance of the subject matter
- Student voice- students provide input into lessons and offer feedback.
- Differentiating instruction based on student needs and abilities
- Accounting for and respecting the students cultural and socioeconomic backgrounds when planning and teaching
- Making connections between theory and practice
- Making connections between the curriculum and the students' lives and experiences
- Basing curricular decisions on what is best for the students and their learning
- Putting supports in place to ensure student success
- Using "teachable moments" to frame an outcome and indicator