UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

EXTENDED PRACTICUM GUIDEBOOK FALL 2024

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.

Reviewed: July 2024

Audited by:
Dr. Shaun Murphy   Associate Dean, College of Education
Camille Hounjet   Field Experiences Director
Sarah Potter   Field Experiences Officer
Kathy Pryor-Hildebrandt   Field Experiences Officer/ Learning Communities Coordinator, College
                                              of Education
Dr. Katrina Sawchuk   Field Experiences Support
Sphinx Liang   Field Experiences Admin Support, College of Education

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

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Introduction

The EXPR 422 Guidebook covers the main requirements and components of the 16-week practicum. The Guidebook is mindful of the diversity of the classrooms, Teacher Candidate placements as well as the various learning styles and skills of all the teacher candidates.

The relationships the teacher candidate will form with the collaborating teacher and facilitator is essential for success. We encourage you to be open with your communication and always be upfront with any concerns or questions you may have during these 16 weeks. Your collaborating teacher(s) and facilitator come with a wealth of knowledge, skills, and experience to support you in developing your teacher competencies and to have a successful Extended Practicum.

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

Field Experiences Team

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

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

Sarah Potter
Field Experiences Officer
306-966-7658
sarah.potter@usask.ca

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

Welcome to the Extended Practicum

The practicum is one of the most amazing 16 weeks of your education and career and is also an intense and busy time.

It is a time where you will put into practice all you have learned in your courses and be further inducted into the teaching profession. You will work with a community of educators and students who will motivate, encourage, and challenge you to do your best.

It really is a remarkable experience, so please put in your best energies for a successful, engaging, and positive Extended Practicum experience.

The guidebook is to guide you during your Extended Practicum by allowing you to build your teacher identity while further developing your teacher competencies.

This document should provide you with the information you need to better understand the field experience requirements and addresses many of the most FAQ we have encountered within the Field Experience team.

It is meant to be used as a guide and has built-in flexibility not only to ensure that the requirements are met but also to address and distinguish the various developmental needs and experiences of our teacher candidates. Division, school, and classroom contexts also vary, requiring flexibility.

Please also refer to the website for more information.

As always, please do not hesitate to contact the Field Experiences Personnel, starting with your facilitator, if you ever have any questions.

We are thankful to all the teachers, schools, First Nation communities, and school divisions for their continued support and partnership with our teacher candidates.

College Of Education, Field Experiences Website Link

When any mention is made to the College of Education (C of Ed) – Field Website, please go to the following link: https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/field-experiences-overview.php The Field Experiences Overview tab includes information about policies and funding, professional growth portfolio, professionalism, tools and resources, and contact information.

EXPR 422 Requirements Summary

General Requirements

- 16-week practicum (Please see Important Dates on the Field Experiences website) *(the practicum begins the day when teachers are expected back in schools, and may vary by school division). Collaborating teachers/teacher candidates do not determine this date.*
- Teacher candidates start in the schools the day the teachers start and follow their calendar throughout the Extended Practicum
- Last week of school before winter/Christmas holidays is not a requirement unless/until days have been missed that need to be made up.
  - Although many students can stay, this last week is not included as part of the 16-week experience.
- Professional Growth Portfolio.
  - Teacher candidates are **required** to use the PGP during their Extended Practicum. They will submit a completed version to the College at the end of Extended Practicum (see PGP section for more details) and to the facilitator at regular intervals determined by the facilitator.
- Prep Time: Before full time teaching,
  - Teacher candidates should be provided with at least 45 minutes and up to 60 minutes of prep time per day. This would ideally include one period a day. Lunch period is not considered a prep.
- Prep Time: During Full time teaching
  - The teacher candidate has the same prep time as the collaborating teacher as they take over teaching duties. If the teacher has an hour prep a day or 45 minutes every 2 days, then the teacher candidate should be provided with similar prep time. What happens if the teacher candidate is working with two schedules/two teachers? During full time teaching, the teacher candidate should follow the general prep schedule of the school. (If working with two teachers, full time teaching should not eliminate all preps. Arrangements should be made to ensure that the teacher candidate has the prep time on par with the LINC agreement re: prep time)

***Please note that due to elementary and secondary schedules and the various LINC agreements across the province, the prep time will vary among teacher candidates.

Teaching Requirements

- Full time teaching is at least five (5) weeks (25 days consecutive) and, if necessary, can be longer. If there are breaks in the weeks, then those days are added.
- Teacher candidates are responsible for assessing students' progress in every lesson and subject they teach. They are expected to contribute to and (if possible) complete the term's progress reports and be in attendance for 3-way conferences (PTC) and any other teacher required events (e.g., Meet the Teacher night).

- Elementary program teacher candidates must teach a variety of subjects to meet certification. Under ideal circumstances, Secondary program teacher candidates would teach their major and minor. For secondary, there is not a required number of hours but if the collaborating teacher teaches only one of the subject areas, then arrangements should be made for the teacher candidate to teach in the other subject (typically this is a unit of study). Teacher candidates should have the opportunity to teach multiple grades and subjects to prepare them for the realities of teaching in Saskatchewan.
- In order to come to a better understanding of the students, you must complete and make use of the **Holistic Observation** of the classroom, referring to the quadrants as you plan units and lessons.
- Lesson plans are a requirement and continue throughout the Extended Practicum and are submitted with the unit plans. The lesson plan format required is dependent upon the progress of the teacher candidate at that time, as determined by the facilitator. **A day planner does <u>not</u> substitute as a lesson plan during any time of Extended Practicum**.
- Teacher candidates take over all the teaching duties of the collaborating teacher when teaching full time. If the collaborating teacher has a class that is not suitable for the teacher candidate or is not a course (ex. Admin. Time or counselling period), then a suitable class must be substituted. For example, if one period a day the collaborating teacher has an admin period, then the teacher candidate would work with another teacher during that period. It would be considered part of the teaching duties and one of the classes during full time.

Deliverables & Requirements

- Attend orientation prior to beginning of school year (teacher candidate only)
- **Holistic Observation** – completed within the first week, discussed with collaborating teacher, and referred to when planning. This tool will be used in an activity during the seminar when the CT and the TC are present.
    - o Checked and refined at seminars 1 and 2
- Within the first week with students, create a **substitute lesson plan** that your collaborating teacher will teach.
    - o You will observe the collaborating teacher.
    - o Reflections should include the feedback you received from the teacher about how they felt teaching this lesson (estimate of time, content level, suitability of activity for both grade level and class, assessment plan, student prior knowledge, etc. See Appendix for more ideas.)
- **One full detailed UBD unit** will be submitted, along with a minimum of 10 detailed lesson plans. This unit will be original (not co-created nor using the materials of the collaborating teacher). FNMI content/perspectives/ways of knowing permeate this unit. Attention to place where teaching and learning is occurring must be evident.
    - o Expect that this will not be the first unit taught.
    - o Feedback and revisions will take place before permission is given to teach this unit

- o Once the unit has been taught, it is resubmitted with reflections on each lesson
- **Attend seminar 1** – teacher candidate AND collaborating teacher
- Create a **collection of 7 to 12 units** that will be taught during the practicum (may be collected from collaborating teacher, but, of course, will be adapted to meet the needs of the students in front of you). It may follow a different format than UBD.
  - o This collection will be shown to the facilitator and discussed.
  - o Your use of the Holistic Observation must be evident (how are you supporting students and their needs?)
- Second unit submission – **"Choice" unit**
  - o Select a unit from your "collection" that you are proud of.
  - o It is possible that the unit may follow a different format than the UBD format (for example, if a school division uses a different format).
- 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.
- **17 PGP entries** (one new one for each TECC competency), with revisions completed after facilitator feedback
- **Attend seminar 2** (teacher candidate only)
- **Reflective Sharing Conversation** for Seminar 2 (see appendix)
- **Essential conversation** between teacher candidate and facilitator prior to the completion of the final assessment
- **Midterm assessment,** completed by collaborating teacher, teacher candidate, and facilitator.
- **Final assessment,** completed by collaborating teacher, teacher candidate, and facilitator.

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

- Teacher candidates have planned 8 lessons – 4 detailed lesson plans in EDST 321 and 4 detailed lesson plans (which fell under the umbrella of a mini-unit plan) 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
- They may not have taken a class in assessment yet
- The vast majority of all teacher candidates completed 2 days of Officer of the Treaty Commissioner training in January

<u>Timeline of Expectations</u>

Please see the *CoE – Field Website – under Extended Practicum Section – General Practicum Information - Weekly Timeline and Developmental Timeline* document for a timeline of expectations. This is a guide for teacher candidates and collaborating teachers to follow during the extended practicum. Also refer to Important Dates for deadlines. (See appendix)

<u>Professionalism requirements</u>

- Supervision Of Teacher Candidates and Gradual Release
  - o Teacher candidates should not be left alone with students. Sometimes, there is a gradual release of supervision with the teacher candidate as part of the progress and development plan for the teacher candidate. The teacher is responsible for the students in the classroom so if there is a time when supervision by proxy is appropriate, then there must be an agreed upon plan among the teacher candidate, collaborating teacher, and school administration that is communicated to the facilitator. If part of the gradual release of supervision is to give the teacher candidate an opportunity to be in the classroom without the teacher in the room [*for example, if students are not recognizing teacher candidate's authority as a teacher*], there **must** be a plan and purpose for this, and should not occur for long periods of time.
- Extracurricular Opportunities
  - o Extended Practicum is centered on developing the teacher competencies. Although participating in extracurricular activities can be a component of the PGP, it is important for teacher candidates to ensure a balance is maintained. The majority of time should be devoted to the courses teacher candidates are teaching, and the requirements of the College for this practicum.
  - o Teacher candidates must always be supervised when working with students and should not be placed in a position where they are the primary leader of extra-curricular activities. They also should never drive students to extra-curricular activities.

**Please see   https://education.usask.ca/about/professionalism.php

Classroom Teaching Requirements
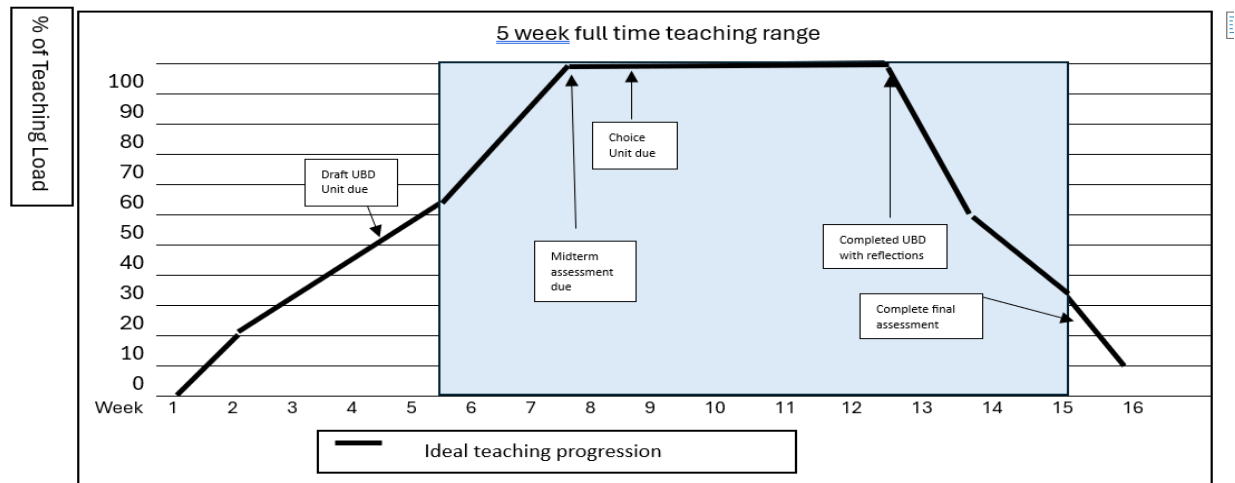
Figure 1 Approximate Progression of The TC's Teaching Responsibilities

The Practicum is a sixteen-week intensive field study experience when teacher candidates are expected to develop teacher competencies.

This process is progressive in that the teacher candidate begins by teaching one lesson per day and building up to a mandatory minimum of five weeks of full-time teaching in which the teacher candidate assumes ALL the teaching responsibilities of the collaborating teacher (lesson planning and teaching, grading, and reporting, communication with parents, etc.)

The graphic below outlines the approximate progression of the teacher candidate's teaching responsibilities.

**For planning purposes: Week 1= Aug. 26 – Aug. 30, ……., Week 16 = Dec. 9 – 13, 2024 Dates prior to Aug. 26 are required, but not considered Week 1.

Note: this schedule is meant to be flexible and should be adapted to meet the needs of the teacher candidate and the classroom circumstances, such as units being taught, student needs, prep time, etc.

TIP: At the beginning of the Extended Practicum process, map out a tentative calendar using this progression as a guide. This will help clarify expectations surrounding the teacher candidate's teaching responsibilities. (Please see Important Dates for Deadlines in the Appendix.)

Planning – Lessons and Units

Lesson Planning

Throughout the practicum teacher candidates will be developing their short-term and long-term planning abilities. Students are requested to use the **Understanding by Design (UBD)** framework when required.

One detailed "substitute lesson plan" and one unit plan with 10 (minimum) detailed lesson plans are expected to be in the UBD framework.

Things to Keep in Mind

The teacher candidates are at the beginning stages of building their teacher competencies and over EDST 321 and 322 have had to plan only 2 mini-lessons, 4 detailed lessons, and a mini-unit of 4 to 5 detailed lessons. Therefore, skipping steps or moving ahead too soon will not help build the base they need. There should be a substantial amount of time invested in their detailed lesson planning.

Please note that using a teacher resource or guide as a lesson plan is not acceptable. Although a teacher's guide is a useful tool, the outcome and indicators and the methodology must be delineated.

Lesson Plan – Template and Exemplar

Please see CoE – Field Website: Section under Tools and Resources.

For each detailed lesson, the teacher candidate should include 1-3 *Teacher Education, Certification and Classification* (TECC) competencies that they will be targeting for that lesson.

See CoE – Field Website: Section under Professional Growth Portfolio. You will find the purposes of the Professional Growth Portfolio (PGP), how to use it, TECC Goals and the PGP Excel Spreadsheet.

Please see the Appendix for the *Lesson Observation* template

Unit Planning

It is important for the teacher candidates to develop the "big picture" for the extended practicum. Throughout the practicum, teacher candidates will most likely prepare approx. 8-12 original or substantially adapted formal unit plans of at least 10 lessons each. Units should be made for every class they are teaching continuously. The lesson plans in the un-submitted units can be an outline and then further expanded while they are teaching the unit.

One UBD unit plan is to be submitted to the college facilitator prior to teaching and must be created using the *Understanding by Design Model* (with the hopes that all their units are created in this format). Unit plans must include the accompanying lesson plans.

***Please note that all units and lessons plans should be organized and stored so that they can be presented to the college facilitator upon request.*

Also, please keep in mind that the teacher candidates are still teacher **candidates** and in order to develop their skills, they need a strong foundation of planning which includes the lessons within their unit. They cannot, at this stage of teaching, rely on day planners as they have not internalized enough of the process of planning and implementation, nor have they developed a deep understanding of the curriculum.

UBD Unit (original) - Feedback on this required unit is to be provided by collaborating teachers/college facilitators before implementation and must be provided to the collaborating teacher first, and then the facilitator. Time is required to provide feedback and for the teacher candidate to make edits and revisions and then it is sent back to the facilitator again, before teaching. The unit is submitted for the final time once teaching has been completed, with critical reflections on each lesson.

- This first submitted unit will be created by the teacher candidate. *It is unlikely that this one will be the first unit taught.*
- **Collection of units** - a **collection of 8 to 12 units** that will be taught during the practicum (may be collected from collaborating teacher, but, of course, will be changed to meet the needs of the students in front of you).
    - This collection will be shown to the facilitator and discussed.
    - Your use of the Holistic Observation must be evident (how are you supporting students and their needs?)
- **"Choice" unit** –
    - Select a unit from your "collection" that you are proud of and that reflects your attention to the students you teach
    - It is possible that the unit may follow a different format than the UBD format (for example, if a school division uses a different format).

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.

All units should be directly connected to Saskatchewan curricula (addressing Broad Areas of Learning, Cross-curricular Competencies, Outcomes/ indicators) and include specifically identified outcomes/indicators, identified knowledge and skills, assessment & evaluation plan, and a detailed learning plan.

Note about FNMI

Teacher candidates have taken:

- INDG 107.3 – Introduction to Canadian Indigenous Studies
- EFDT 265.3 - Foundations in FNMI
- Or ECUR 265.3 – Teaching for Reconciliation
- Two days of OTC training prior to beginning EDST 321

Understanding by Design – Template and Exemplar

See CoE – Field Website: Section under Tools and Resources - Unit Planning.

UBD requirements.
The template provided on our website is the general UBD template.

Professional Growth Portfolio (PGP)

Throughout the teacher candidate's program in the College of Education, University of Saskatchewan, they are working towards achieving professional competencies as indicated in the program goals. The teacher candidate is responsible for using the Professional Growth Portfolio as a tool for gathering evidence of their progress toward achieving TECC program goals and outcomes. The French version is available on the College of Education, Field Experiences website.

TECC competencies – Teacher Education Classification and Certification Competencies

1. Professionalism	2. Knowledge	3. Instructional	4. Curricular
1.1. demonstrates the ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities. 1.2. demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners. 1.3. demonstrates a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners. 1.4. demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.	2.1 demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples. 2.2 demonstrates knowledge of First Nations, Métis & Inuit culture and history, (e.g., treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships. 2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge). 2.4 demonstrates an understanding of the organizational and legal contexts of schooling. 2.5 demonstrates proficiency in the language of instruction. 2.6 demonstrates ability to use technologies readily, strategically, and appropriately. 2.7 demonstrates ability to strive for/pursue new knowledge.	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.	1.1 demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education 1.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspective into all teaching areas 1.3 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

Figure 2 PGP Goals

The Professional Growth Guide/Portfolio is similar in scope and purpose to individual professional planning guides and portfolios widely used by teachers. It is designed to:

- Focus thinking on the connections between theory and professional practice.
- Focus on students' learning as well as on theorizing about the teacher candidate's own teaching practice.
- Identify strategies for working towards professional goals and teaching competence
- Identify criteria for measuring progress

- Develop professional interactions and discussions among colleagues including other teacher candidates, collaborating teachers, course instructors, Extended Practicum facilitators
- Share responsibility for leadership
- Increase professional knowledge, involvement, and develop ownership of the teacher candidate's learning and growth

PGP During EXPR 422

The PGP is the foundation of the teacher candidate's planning, teaching, and assessment. Throughout their practicum, teacher candidates will be using these PGP competencies to drive their instruction, plan next steps, as well as document their evidence and analysis of their teaching.

With this in mind: the teacher candidates will be required to update their PGP regularly as they will need to build on what has been accomplished and what still needs work. When lesson planning, in addition to identifying the PGP target, the teacher candidate should specify what they predict will be the evidence for meeting the target.

The PGP also is used for their practicum assessment. The evidence used in the PGP will help create the midterm assessment and final evaluation and must be shared regularly with the cooperating teacher and practicum facilitator. One new entry for each PGP goal must be completed (and submitted) prior to the end of the extended practicum.

Throughout their practicum, teacher candidates will be working towards building competency in the TECC goals set by the Ministry of Education. The facilitator will set regular submission dates.

PGP Focus and Entry Requirements

The teacher candidates will use these TECC Goals as their personal learning targets in their lessons, observations, professional development, conversations with other teachers, etc. Teacher candidates should regularly record evidence of meeting these targets in their Professional Growth Portfolio. 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 as well as the September progress report.

Teacher Candidate Targets	Evidence of Targets Met	Evidence of Teacher Candidate's Reflection & Growth	Assessment of Teacher Candidate's Performance
Professionalism Knowledge **TECC Goals** Instructional Curricular	Lessons Unit Plans Observations Extra-curricular Professional Conversations	Professional Growth Portfolio (PGP)	Progress Report (Sept) Mid-term Assessment Final Evaluation

Figure 3 PGP connections to practicum and TECC competencies

Although all TECC competencies may be addressed in the teacher candidate's lesson plans at any time, the Professional Growth Portfolio should be approached in a *scaffolded* way.

Instructional Curricular Knowledge Professional	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
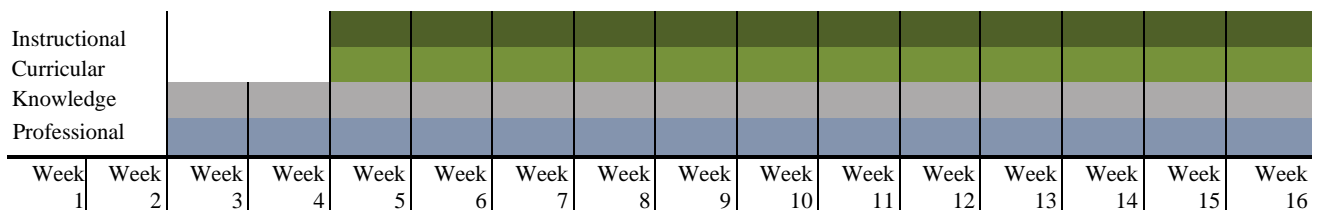
Figure 4 Professional Competencies Schedule

The teacher candidates will begin by focusing solely on the development of their *Professional Competencies* (PGP Area 1) for the first week. During Week 2, the teacher candidates will begin to focus on establishing their *Knowledge Competencies* (PGP Area 2). During the first in-service, the teacher candidate and collaborating teacher will be given the opportunity to reflect upon the competencies and establish goals for further growth in those areas.

The teacher candidates will submit the PGP to the college facilitator at determined intervals throughout the extended practicum and have them ready for viewing:
- ✓ At regular submission times set by the facilitator (i.e., every two weeks)
- ✓ At both in-services

✓ During both formal observations
✓ With the final assessment

How many PGP competencies should Teacher Candidates have per lesson?
Depending upon the lesson and area of focus to observe, each lesson can have 1-3 PGP goals. Remember these are areas for <u>focus</u>, not being "touched upon".

How many entries are required for each PGP competencies for the portfolio to be complete by the end of the extended practicum?
Since this PGP is a continuation from the year prior, teacher candidates will have some entries in the portfolio that will need further growth. However, each teacher candidate is required to have at least one (1) **new** entry per PGP competency completed during their Extended Practicum.

The teacher candidates do not have to input in their portfolio ALL the evidence and the reflection they have done during their Extended Practicum but can choose which ones they want to enter to highlight and focus their efforts during this time. To make selections, using a journal is recommended. Teacher candidates should remember that this is evidence of their professional growth and journey and is not a substitute as a personal journal. The collaborating teacher and the facilitator will also read the Professional Growth Portfolio, with the facilitator also providing feedback.

PGP Format

The PGP has been created as a Word document, with a drop-down menu for the PGP target and the context. The TECC table (PGP targets) appear in a table above the chart. There is no word count, so you can state your reflections clearly and thoroughly. The word document is easily shared with your cooperating teacher and your facilitator.

The date should reflect a specific day of entry, and not an entire term.

Assessment of the Teacher Candidate

The fillable forms for midterm and final assessments can be found under the section *Extended Practicum – Assessment and Evaluation on the C of Ed – Field Website*. Please feel free to contact your Facilitator if you would like some assistance with word choice or overall editing. The Facilitator is expected to review the assessments before accepting them as final submissions. The Facilitator will provide their assessment to the teacher candidate and discuss prior to including it in the assessment.

During the practicum, assessment and evaluation of professional growth will be continuous. Teacher candidates are expected to continue collecting and analyzing evidence of professional growth using the Professional Growth Portfolio (PGP).

Evidence which may be used in PGP entries as evidence of teacher candidate growth include:

- Formal written feedback from collaborating teacher(s) (daily, if possible).
- Formal visits by Extended Practicum facilitator and their feedback should be included as 'evidence' of professional growth in the PGP.
- Other materials to be gathered as evidence include professional development, conversations with students, parents, or colleagues, lesson plans, self-evaluations, peer feedback, anecdotal notes, and can include photos, video clips and examples of work collected from students. *When using student work, names must be blocked off and permission obtained. If photos are used without permission, faces may not be shown.

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 specific program goals/outcomes for focused attention. In collaboration, teachers and teacher candidates 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. Jot notes from these professional conversations can be included in the PGP.

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.

Assessment Reports

**When completing the teacher candidate assessment reports, the evidence contained in the teacher candidate's PGP should be used as the evidence of meeting the competencies.

Using the PGP for Assessment

The teacher candidate should have their PGP available when meeting to complete the assessment. As the pair discuss each competency, the teacher candidate will provide the evidence from the PGP to start the discussion. This will serve as the basis of areas of strength and areas needing improvement. The evidence in the PGP should be used in the assessment reports but the teacher can also include other evidence/observations that are appropriate.

At the midpoint of the practicum, teacher candidates, collaborating teachers, and facilitators, will write a formative 'mid-term' report evaluating the teacher candidate's progress towards program goals and outcomes using evidence, analysis and reflections collected in the PGP.

At the end of the practicum, a final evaluation is completed. The final evaluation report indicates that the teacher candidate has successfully completed the requirements of the intensive field

experience. The final report is also completed by collaborating teachers, teacher candidates, and facilitators. Fillable assessment forms are available on the C of Ed website.

Highly Proficient	Proficient	Developing	Not Present
the teacher candidate has exceeded expectations for a student teacher on a particular competency	the teacher candidate has met expectations on a particular competency	the teacher candidate has identified the competency as a PGP goal, and is working towards meeting the expectations for the competency	• the teacher candidate has not yet identified the competency as a PGP goal. • The collaborating teacher does not see evidence of this competency

Figure 5 Assessment Levels

Expectations and the Assessments- Guide for Distinguishing HP-Highly Proficient, P-Proficient, Dev - Developing, and NP-Not Present.

The expectations for the teacher candidates are based on their proficiency of the competency of teacher candidates and **not that of a veteran teacher nor a beginning teacher.** Therefore, it is understood that the teacher candidate may have demonstrated competencies that are highly proficient for a teacher candidate (in other words, a student).

The practicum is also a process. As teacher candidates concentrate on PGP areas 1 and 2 the first 4 weeks of their practicum, teacher candidates will continue to make progress on these two competency areas throughout and should not abandon them once they focus more on PGP areas 3 and 4. With this in mind, if a teacher candidate is assessed at the midterm with a HP or P, this does not mean that the score should remain the same, if they are doing exactly the same things. There should still be improvement even if the teacher candidate does receive a HP on the midterm for any of the competencies. Therefore, it is acceptable for the assessment levels to change from HP at midterm to P on the final assessment if performance has remained exactly the same / growth has not occurred.

The teacher candidate should be able to demonstrate their proficiency of a competency on a consistent basis. For a student to demonstrate an HP, they need to have gone above and beyond the expectations on a regular basis. There may be some slight variations from one level to another, but the final assessment should be based on the overall performance.

Please see Appendix D - Distinguishing the Levels of The Assessment Rubrics for an example of the different levels of demonstrating proficiency in the competencies.

<u>Process For Collection of Signatures and Forwarding to Facilitators</u>

The College of Education is now using an electronic filing system. Therefore, we ask for your cooperation with following:

1. The collaborating teacher, teacher candidate, and facilitator should TYPE all information and comments in this fillable form. Documents are also available online: https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/practicums/extended-practicum.php#top

2. The facilitator will start the document with their assessment piece and send it to the teacher candidate and collaborating teacher. The teacher candidate will upload the working version of the final assessment to Canvas so that the facilitator can review the assessment for clarity, consistency, and professional language.

3. Once revised, the teacher candidate is responsible for getting all signatures from the CT, Principal, and Facilitator. (*Digital signatures are preferred*). Please prepare this in a timely manner so that people have an appropriate length of time in which to read and sign.

4. Please name the completed PDF in the following format: LASTNAME_FirstName_StudentNumber_CourseCode_MMMYYYY (e.g., DOE_Jane_12345678_EXPR422_DEC2024)

5. The teacher candidate will upload the finalized, signed PDF to their Canvas section.

Again, the Official Final Evaluation MUST be signed by the 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 their practicum, certification (SPTRB), and graduation purposes. It is the responsibility of the teacher candidate to ensure they have a signed copy of the final evaluation for their files or for job application purposes.

Release time (a half day for writing the mid-term report and another half-day for writing the final report) is provided for collaborating teachers and teacher candidates. Collaborating teachers are responsible for selecting the half day and for ensuring completion of the final report in a timely fashion for collection by the Extended Practicum facilitator during the final days of the Extended Practicum.

Observations and Feedback

Professional Conversations and the Observation Cycle

Professional conversations and "teacher talk" are essential aspects of the teacher candidates' learning experience; all teacher candidates and collaborating teachers, therefore, will be expected to make time throughout the day for these conversations to occur. The Supervision Cycle Process should occur daily, and consists of the ongoing cycle of teacher candidate performance, teacher feedback, critical reflection, and incorporation of feedback:
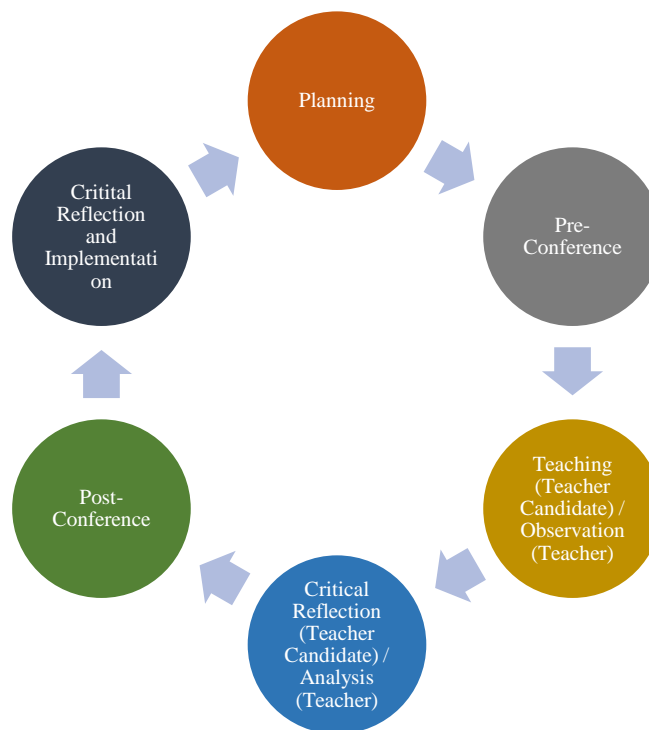
Figure 6 Professional Conversations and the Observation Cycle

Please see https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/field-experiences-overview.php#ToolsandResources

to aid in this process for the following documentation:

- ✓ Pre-Conference Conversation Starters
- ✓ Observation Templates
- ✓ Reflection Questions
- ✓ Post-Conference Prompts

Providing Feedback and Scaffolding Successful Planning and Teaching

Feedback is one of the key building blocks of becoming a successful teacher. The collaborating teacher has the opportunity to be part of the teacher candidate's success through modelling

important teaching strategies/behaviours/techniques, as well as giving feedback on the teacher candidate's progress.

Two formal observations by facilitator

The facilitator will do at least **two observations** during the practicum. Be prepared. You should have the following at the observation and should be ready to discuss:

> ➢ Lesson plan must be provided ahead of time.
> ➢ PGP
> ➢ Holistic observation and any updates to it
> ➢ collection of planning (lessons, units)
> ➢ supporting materials
> ➢ method of assessment and documentation
> ➢ collection of feedback from the collaborating teacher

More observations may be necessary, especially if part of the calibration or contract process.

Effective Feedback

(Tomlinson & McTighe, 2006).

To be effective, feedback must be:

Timely:	Specific:	Understandable:
The greater the delay between the performance and the feedback, the less likely the feedback will help the students improve	• Grade scores are not considered feedback because they are not sufficiently specific to help a learner improve • Positive comments such as "Well done", are not specific enough to help a student advance learning	The student must clearly understand what they have done well and what they can do differently next time to improve (rubrics that have been jointly developed with students, as well as models and exemplars can help students to better understand precisely how to improve work); and allowing for adjustment, the student needs opportunities to use the feedback in a similar context to make improvements

Figure 7 Effective Feedback

Professionalism

The teacher candidate - collaborating teacher relationship falls under the purview of the Saskatchewan Teachers Federation standards of teacher professionalism, and as such all parties involved must adhere to the *Code of Professional Ethics* at all times. In addition, teacher candidates must always adhere to the Professionalism guidelines set forth by the College of Education.

Problematic situations should be discussed first between the collaborating teacher and the teacher candidate. The facilitator may be involved if problems continue, however, going to the facilitator first is not acceptable.

Because they are not yet certified by the province and for the protection of everyone involved, **teacher candidates must never be in the care of students without direct supervision.** This includes within the classroom, coaching, and other extra-curricular activities.

University of Saskatchewan College of Education Field Experiences Learning Policy 5.4.9 states:

The teacher candidate is not to be used as:
- a certified teacher
- a substitute teacher
- a coach, except as an assistant under the supervision of a certified teacher
- the primary supervisor of playgrounds, halls, dances, games, etc. teacher candidates should be expected only to assist with these duties; or
- a driver for the purpose of transporting students

Punctuality, Attendance and Absenteeism

Be sure to adhere to the discussion that you have had with your collaborating teacher and school (as stated by the principal) expectations for arrival and departure times. If 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/academics/undergraduate-students/current-students/field-experiences/practicums/extended-practicum.php

Expectations for Professional Conduct

We expect that teacher candidates' words and actions will be non-judgmental and respectful to allow colleagues, peers, and students to explore and express ideas and opinions without fear of derision or reprisal. Difference, dissent, and disagreement are all part of living in a democracy, but their expression carries with it a professional obligation to engage with respect, civility, and lack of personal offence. Teacher candidates are expected to use critical thinking and discernment when considering the ideas presented in class, and to practice open-mindedness and professional communication when engaging with others in dialogue. These values will foster an environment where respect is our cultural norm. (Based on statement from Canadian Teachers Federation: https://sttpcanada.ctf-fce.ca/rightsresponsibilities/#conversations)

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

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)

Use of Generative AI:

Definitions of Academic Misconduct
> "Unauthorised content generation (UCG) is the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance." (p. 2)

(retrieved from: https://sites.usask.ca/gmcte/2023/07/28/recommendations-for-ethical-use-of-artificial-intelligence)

Please read the following University policy about AI:

PDF
Chat GPT &
Generative AI.pdf

You are encouraged to take the modules that Usask has developed to learn more about AI use and prevention of misuse. They are found at the following link:
https://libguides.usask.ca/AcademicIntegrityTutorial/UnderstandingGenerativeAI

AI may help you to discover resources or to research a topic. However, it is your responsibility to review the accuracy of the links and resources. It is also your responsibility to critically examine the value of a resource for use with your students.

See Appendix L to read more about Academic Integrity.

Orientation and In-Services

The extended practicum process begins with a mandatory Orientation session (late August 2024).

In addition, there will be two day-long in-services (the dates for these will be set by the college facilitators and will vary). Attendance for these events is a requirement.

In-service #1 is held in September (3rd week typically) for collaborating teachers and teacher candidates and is hosted by the facilitator. Substitute costs are covered in the Ministry grants to the School Divisions. Please see your division HR for booking the substitute and the substitute code, as this varies by division.

Bates Award & Wayne Dyck Memorial Scholarship

See https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/practicums/extended-practicum.php

AES (Access and Equity Services) Accommodation

See https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/field-experiences-overview.php#Professionalism

Accommodation Planning for Teacher Candidates with Disabilities

The College of Education's Bachelor of Education (B.Ed.) program is required by Saskatchewan Human Rights legislation and the University of Saskatchewan Students with Disabilities: Academic Accommodation and Access policy to provide reasonable accommodations to students with disabilities so they can develop the competencies required for the profession of teaching. Teacher candidates with disabilities who anticipate they may need reasonable accommodation to meet the required standards are responsible for registering with Access and Equity Services (AES) as soon as possible (prior to school start-up). Accommodations do not always transfer from student (campus experience) to teacher candidate (classroom/field experience). Therefore, plans should be in place with AES and Field the term prior to the practicum.

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

When Difficulties Occur

Teacher candidate is experiencing Difficulties

- Conversation occurs between the teacher candidate and CT regarding the difficulty

- A plan is put in place to address the area of concern.

Calibration

A Formative and nonjudgemental process used to calibrate behaviour/expectations and get teacher candidate growth and development back on track, involving contributions by all parties.

Contract

If the calibration does not resolve the issue, the teacher candidate, CT, and facilicator create a contract for improvement, which delineates the actions of all parties.

This contract is an official document signed by all parties and becomes part of the teacher candidate's file.

Withdrawal

If the contract does not catalyze an improvement, then withdrawal from the extended practicum may occur.
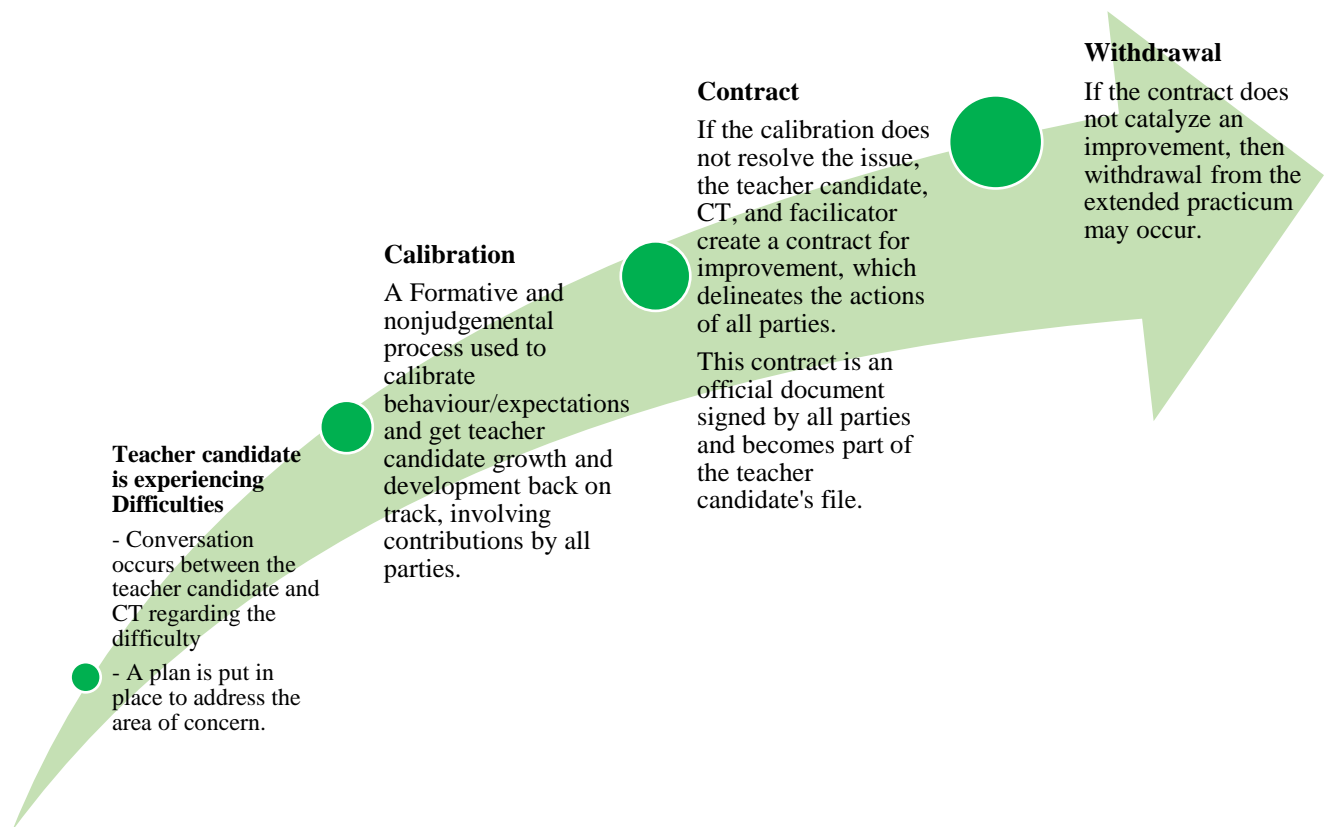
Figure 8 Procedure When Difficulties Occur

The Role of The Teacher Candidate / Collaborating Teacher / Facilitator

Collaborating teachers and Extended Practicum facilitators must systematically provide support for a teacher candidate experiencing difficulty. When the regular cycle of action-feedback-action is not successful, 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. Timely communication with the facilitator is important.

When the teacher candidate experiences difficulties that are not being remedied through daily feedback conversations involving 'coaching', 'collaborating', or 'consulting', the collaborating teacher and/or Extended Practicum facilitator should initiate the next level in the Learning-Focused Supervision model, which is 'calibrating'. In this provision of formal support, the collaborating teacher, and the teacher candidate, with help from the Extended Practicum facilitator, complete the document titled *Calibrating Learning-Focused Supervision* and implement the suggested solutions. This calibration serves as a support mechanism for the student and collaborating teacher. It also serves as documentation for future requests for improvement. It is very important that each collaborating teacher begin requests for improvement with this mechanism.

If the situation does not improve within a short time frame, a *Contract for Improvement* should be developed, specifying the reasons for concern. These particular expectations for improvement should be supported and provided by the collaborating teacher and by the Extended Practicum facilitator. The Contract for Improvement must be signed by the teacher candidate, collaborating teacher and the Extended Practicum facilitator.

If the Contract does not catalyze an improvement, then withdrawal from Extended Practicum may occur.

Context In Which Difficulties Often Occur

- Communication breakdown. Teacher candidate and/or collaborating teacher has not communicated well which has resulted in a breakdown of requirements, expectations.
- 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 before teaching.
- The teacher candidate is unprepared for subject content.
- 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 and/or lateness becomes an issue.
- Teacher candidates are not providing lesson plans to the collaborating teacher in a timely manner (enough advance time for the CT to review the lesson, provide feedback and the teacher candidate to make changes)
- Units which fulfill requirements must be submitted, reviewed, and revised PRIOR to teaching them. It is important that teacher candidates respect deadlines. Teacher candidates who struggle with meeting unit deadlines will enter into the calibration or contract process.

If tension arises because of these types of situations, please contact the College Facilitator so that a possible teacher candidate/collaborating teacher/facilitator meeting can be set up to address the concerns.

Cooperating teachers may hesitate to communicate concerns with the facilitator because they think it will jeopardize the teacher candidate's success. However, the sooner a problem is identified, and evidence is shared, the sooner targeted measures may be planned and implemented. Please communicate with the facilitator before issues build and tension rises.

See CoE – Field Website: Section under Extended Practicum – If Difficulties Arise.

Duty to Report

What is child abuse?

- Physical Abuse
- Sexual Abuse and Exploitation
- Physical Neglect
- Emotional Maltreatment
- Exposure to Domestic or Interpersonal Violence
- Failure to provide essential medical treatment

Duty to Report

Anyone having reasonable suspicion that a child's physical or mental health or welfare has been, or may be, impacted by abuse or neglect has a legal duty to report such information immediately to a local Ministry of Social Services Child Protection Office, First Nations Child and Family Services Agency or police.

Even if you believe someone else is reporting the situation, you still have a duty to report.

The Duty to Report overrides professional confidentiality codes when there is reason to believe that a child may be abused or neglected.

Failure to report or reluctance to share appropriate information can contribute to continued abuse and even death of a child.

Failure to report child abuse or neglect may result in professional or legal consequences. There are no legal consequences for a report made in good faith.

If a child discloses abuse to you, do not ask leading questions or insert information. The circumstances must be conveyed in the child's own words.

What to Report

Your report should include:

- Your name, telephone number and relationship to the child (This information remains confidential, and may be provided anonymously; unless your testimony is required in a court proceeding);
- Your immediate concerns about the child's safety;
- The child's location;
- The child's name;
- The child's age and gender;
- Information about the situation including your observations or, disclosures made to you;
- Information about the family, caregivers and alleged abuser;
- Other children who may be at risk because of the situation; and
- Any other relevant information.

Even if you are unable to provide all of the information, it is important that you provide what you can and report the suspected abuse or neglect immediately to the police or a child protection worker.

It is not up to you to investigate your suspicions to determine if the abuse or neglect has occurred.

After the report is made, a child protection worker and/or police will decide what steps to take to assess and respond to the allegations.

Other professionals play a critical role in assisting with the investigation, supporting the child during and after the investigation, and providing follow up services.

For more information please refer to the Saskatchewan Child Abuse Protocol

Who do you call?

Ministry of Social Services Child Protection Lines:

Regina (South)	1-844-787-3760
Prince Albert (North)	1-866-719-6164
Saskatoon (Centre)	1-800-274-8297

Your local First Nations Child and Family Services Agency.

Your local Police.

saskatchewan.ca

Saskatchewan

Retrieved from:
file:///C:/Users/kgp375/Downloads/Duty%252BTo%252BReport%252BFactsheet%252BE_BA_DA%20(2).pdf

Appendix A – Detailed Lesson Plan Exemplar

Name of Teacher Candidate: _____

Lesson Plan Title	What are Human Rights? What is Social Justice? Lesson Plan 1	
Date		
Subject	English/History	Grade 20 (Eleven)
Topic	Defining Human Rights	
Essential Question	What are Human Rights?	
Materials	https://sttpcanada.ctf-fce.ca/human-rights/ https://www.concentus.ca/invitation-to-lead-and-learn/	

Stage 1 – Desired Results – you may use student friendly language

What do they need to understand, know, and/or be able to do? What is the purpose of the lesson?
Students are establishing foundational understandings of human rights. Students will understand that every human has rights by virtue of being alive and by being human. They should come to understand the conditions which are necessary to preserving human dignity.

How does your lesson promote or incorporate…?
Broad Areas of Learning:

_X__Sense of self, community, and place	How?
__x_Lifelong learners	Students will have the opportunity challenge their own understanding of human rights and critically reflect about the state of human rights in Canada. Their own positionality may influence how they view human rights and the sectors of human rights that they feel passionate about.
___Engaged Citizens	

Cross-Curricular Competencies:

Goals to develop Thinking ___Think & learn contextually ___Think & learn creatively __x_Think & learn critically	How? Students will establish their own starting points through discussion with others and will critically reflect on the resources provided to determine what will deepen their understanding and to establish the questions that remain.
Goals to develop Identity and Interdependence ___Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually) ___Understand, value, and care for others	How?

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___Understand and value social, economic, and environmental interdependence and sustainability	
Goals to develop Literacies _X__Construct knowledge related to various literacies ___Explore and interpret the world using various literacies ___Express understanding and communicate meaning using various literacies	How? Students may not be familiar with the terminology used in discussing human rights or the factors which influence human rights application.
Goals to develop Social Responsibility ___Use moral reasoning processes ___Engage in communitarian thinking and dialogue ___Take social action	How?

Outcomes and Indicators *(cut and paste from curriculum.gov.sk.ca)*
History 20 outcomes expressed as outcomes and indicators (NESD Curriculum Corner. Retrieved from https://curriculum.nesd.ca/Non-Renewed-Curricula/_layouts/15/WopiFrame.aspx?sourcedoc=/Non-Renewed-Curricula/History-Supports/History%2020/History%2020%20Outcomes%20according%20to%20goal%20areas.docx&action=default)

A. Dynamic Relationships – Analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.

DR 20.1 - Synthesize the influence of conditions, ideas and events of the 20th century to current World Issues:
   a) The process of Enfranchisement (Human Rights and Challenges in Achieving Social Justice)

C. Power and Authority – Investigate the political paradigms, processes and structures of power and the implications for individuals, nations and the world.

PA 20.2 - Analyze the impact of political paradigms on the relationship between individual rights and collective rights.

Treaty Outcomes and Indicators*:*
SI112 : Analyze how the unfulfilled aspects of treaties, with international indigenous people, have resulted in inequities.
Indicators:
   ➢ Analyze international examples of treaties involving indigenous peoples that have resulted in inequities.
   ➢ Research how the Indian Act and its implementation differ in practice from First Nation governance structures.

> ➢ Explore legal, political, ethical, and social impacts within Canada where Treaties do not exist

FNMI	*Details*
___Content _x__Perspectives ___Ways of knowing *TRC:*	*In the discussion about human rights, specific examples may be raised about Canada's treatment of the First Nations.*

PGP Goals:
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;
 -by examining social justice issues, students will be empowered to seek ways to implement social justice in their environment and communities and will become more sensitive to their own actions in preserving human rights in their own environment and communities
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.
 -During the lesson, students will experience reflective thought, a brainstorm, reading for meaning, group work, and journalling.

Assessment FOR Learning (formative)	
(Assess the students during the learning to help determine the teacher's next steps.)	
___work samples _x__observations _X_conversations ___journals ___exit slips ___learning centers ___anecdotal records ___checklist ___games ___conferences or interviews ___portfolios ___questioning _x__brainstorm (This is a small sampling of strategies. You can	[Please select a strategy, considering how it relates to the curriculum outcome, and **explain how** you will do this. For example, if you choose observation – state what you expect or hope to observe.] **How will you record this?** Observation of students during introduction of topic and conversation with students through the vehicle of a brainstorm. Determine whether more guiding questions are necessary.

___Gif ___Action/scenario ___Object *These are only a few ideas.* *Specify what you chose to get* *students interested.*	

Main Procedures/Strategies (Step by step)

1.Speak first of all to students that the topic under study is human rights and social justice. Establish that some of what will be introduced may be sensitive and / or have a personal impact. State that you wish to respect students' needs and invite a one-on-one discussion when a student may be distressed. Forewarn that some of the content may challenge students' thinking and beliefs. Also establish that respectful behaviour and words are critical.

2. Write on the board and ask the question, "What do we mean by human rights?" After silent consideration, begin brainstorm. Write responses on the board so that all can see the responses.

3. Then, together, read "What Are Human Rights" from the CTF website:
https://sttpcanada.ctf-fce.ca/human-rights/
Ask students to examine the brainstorm and highlight ones from their list that are the same and put parentheses around the ones that do not fit the CTF definition.

4.Bring up the following page from the CTF website: "Understanding How Rights Are Protected", retrieved from https://sttpcanada.ctf-fce.ca/rights-responsibilities/understanding/

5. Ask students to write journal entries for the following questions:

 1. Why are there so many different human rights instruments (legal documents)?
 2. How do these human rights instruments affect people in Canada?

6. Finish by reading the following with students (from Judge David Arnot)
https://www.concentus.ca/invitation-to-lead-and-learn/

Adaptations/Differentiations
(this should be a part of every
lesson - consider your students):
Content
   ___ Resource
  _x__ Questions asked
	Specifics
	
	Students may need clarifying questions, although the
	brainstorm and evaluation of the brainstorm should help
	students to clearly define their own definition of human
	rights.

Process ___ Instructional strategy ___Assessment technique __x_ Working group _x__ Trigger warning given Product _x__ Individual conferences ___ Reduced assignment Environment ___ Separate space ___ Earbuds ***Quadrant needs addressed***: _x__ Spiritual _x__ Emotional ___ Physical _x__ Mental	*Initially the entire class will work together, but the class may be split into different groups to facilitate better discussion or more intensive reading.* *Individual conferences may be necessary to design a plan for students who state that the content may trigger them or for students who are observed entering into distress.*

Closing of lesson *(the following are examples* __ Exit slip ___ One minute essay ___ Journal entry ___ Add to anchor chart ___ Self-assessment (achievement of "I Can" statements) ___ Essential question ___ Round up discussion _X_ Graphic organizer	***Details*** *Students will complete the following graphic organizer "At first I thought, Now I think"*

At first I thought….	Now I think….

Personal Reflection
1. How have you shown that your instructional and assessment practices are culturally inclusive and affirming?

2. Were the ways that you differentiated instructional and assessment tasks to respond to student needs effective? How? How do you know?

3. How did you check that students knew where they were going and whether they knew that they achieved the outcome?

:

Appendix B – Distinguishing the Levels of The Assessment Rubrics

Guide for distinguishing HP – Highly Proficient, P – Proficient, DEV – Developing, NP – Not Present.

PGP #1: The ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities.

Midterm Evaluations	Final Evaluations
Highly Proficient - HP Would include all or most of the following and has consistently demonstrated HP o welcome letters to parents the 1st day, called parents the first week to discuss best way to communicate. o Home visits the first week and also organized a community event. o Teacher candidate made a point of meeting with all the staff to introduce herself and made plans to visit each classroom to learn from the other teachers o has always included students in the learning process: classroom routines, handles off-task behaviour with kindness and respect, culturally aware of the student's backgrounds and has adapted her teaching to fit their needs.	**Highly Proficient - HP** Has continued to demonstrate HP – has gone above and beyond expectations. o Has continued with including students in the learning process by developing in-class individual conferencing for each student to discuss their progress on a bi-weekly basis. This has improved engagement by 30% and their progress on average by 20% She has modelled goal setting with the students, and they now have their own goal setting. o Lead a PD for the staff on the peer conferencing and its success. o changed an entire unit when two new students –Syrian Refugees- arrived and wanted to not only ensure of culturally sensitivity but wanted to include them by giving them opportunity to share their experiences. o teacher candidate spent a half day for two weeks (following her full-time teaching) with the resource room teacher, to expand her knowledge of the ways that differentiation may be applied. She had the opportunity to work with individual students and small groups, both in the resource room and embedded within classrooms.
Proficient – P Has greeted families at the door upon my encouragement, at the beginning of the class, the teacher candidate writes out the classroom agenda so that students can anticipate and be prepared. o is kind and respectful with the students and considers their backgrounds and contacts parents if student is struggling.	**Proficient - P** Has continued to greet families at door but has now also felt more comfortable with parents and engaging with them more at pick-up and encouraging them to view the unit binders at the boot rack. Has continued to demonstrate kindness and respect with the students but has not been consistent with parent contact.

o Has been friendly with staff and family but needs to work on engaging with staff more and collaborating at committee meetings.	o is well-liked by staff and has contributed at staff meetings.
Developing – DEV Has done very little or at all – does not engage with staff, family, and minimal with students.	**Developing – DEV** Despite encouragement and discussions, teacher candidate still did not demonstrate proficiency in this competency. They would not be able to meet at the door to greet students on a regular basis, too busy organizing day. Did not attend parent events and did not contact parents as needed. Interaction with staff was basically at staff meetings. o Did not have a good understanding of the needs of the students and struggled with supporting them without major support.
Not Present - NP teacher candidate limits interactions to collaborating teacher, students, and in-school staff	**Not Present - NP** Minimal effort to interact with anyone beyond collaborating teacher. Does not seek out engagements as much with students.

Assessment forms can be found at https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/practicums/extended-practicum.php#top

Appendix C – Criteria for "Substitute Teacher" lesson plan

- Use UBD Detailed Lesson Format
- Time frame provided
- Purpose of lesson stated and opportunity to share this with the students is in the lesson plan.
- FNMI way of knowing, perspective, or content is laid out in the lesson plan.
- What is the connection to the land?
- Select a PGP target. Explain how you will achieve this target (or, at least, how you anticipate it will be met).
- How will you begin the lesson? Where are you sharing the essential question?
- The steps are clearly laid out. Remember, if you are thinking it, include it. It is hard for someone to assume what you want.
- How much time is the teacher directing the lesson?
- How will you close the lesson? (come back to the outcome or I can statement?) You want students to be able to walk away and know that they have achieved something (or learned something).

Reflection (approximately one page)

- Was the purpose clearly stated?
- Did you choose an appropriate number of indicators for this lesson?
- Did students know how whether they achieved the outcome?
- Was the activity appropriate for the student level of learning? Was the activity chosen something that they knew how to do or did that become a piece of instruction?
- Was the timing suitable?
- Did students engage with the lesson? Why or why not?

Appendix D – Suggested Evidence for Each PGP Focus

(Evidence is not exclusive to these suggestions, please use it as a starting point)

1. <u>**Demonstrate professional (personal) competencies including:**</u>

   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
   - Attending to all students through eye contact
   - Attending to students by moving toward specific students
   - Remaining calm and dignified when problems arise

   1.2. ethical behaviour 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
   - Using pre-arranged signals to gain attention
   - Giving students notice that an activity is about to change
   - Attending to the needs of several groups in the classroom

   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
- Following appropriate procedures when an event or incident occurs
- Involving quiet or non-attending student by looking at or smiling at them
- Anticipating activities for students who finish a task before others
- Modelling respect for all languages used by students
- Using tools to assist all students to achieve outcomes

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 behaviour
   - 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

2. **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 non-Indigenous 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.)
- Creating opportunities to incorporate land-based instruction
- Connecting land-based learning to prior or continuing instruction

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.
- Using language the students understand
- Using a strong, confident voice
- Giving clear directions

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.

- Anticipating problems with technology
- Discerning when technology provides a "best solution" for students to achieve an outcome or whether it is a motivational tool

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

3. <u>Demonstrate instructional competencies including:</u>

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 assessments 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.
   - Allowing students to do a mock quiz and do their own marking so that they can establish their own learning goals.
   - Providing 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:
   - Modelling workshop approach, inquiry- based, various group work, group discussions,

portfolios, performances of understandings, teacher and student led.
- Providing consistency with strategies so students develop skills and provide them with various learning opportunities.
- Differentiating classroom environment and instruction to provide flexibility in pace, place, interest, and ability (blended learning, personalized learning)
- Replacing "worksheet" activities with active learning strategies
- During a lesson, providing multiple ways for students to practice, to inquire, and to investigate – allowing students to find ways that are the most suitable for their progress
- Planning for a flipped classroom by …
- Teaching the same lesson (outcomes and indicators) to two different classes (same grade), with different instructional strategies and some different resources
- Adjusting level or type of question to elicit participation or higher order thinking from students
- Developing a plan so that the majority of the lesson time is student led or directed, versus teacher led

4.   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.
- Attention to the Broad Areas of Learning and Cross Curricular Competencies are evident

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

Appendix E – Lesson Observation Template

Teacher Candidate		LESSON	DATE
PGP Target	**Evidence of Target Met**	**Comments**	**Post-Conference Notes/Reflection**
General Feedback			
Next Steps			

Appendix F – Unit Checklist

- 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
- Outcomes AND selected indicators – this may be cut and paste from the curriculum
- When you are creating the lessons based on your unit, indicate how you will apply the essential question(s).
- All sections are completed – "Enduring understandings", "Skills", and "Knowledge" sections may be completed point form
- Performance Task – an exam is <u>not</u> a performance task
- 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; it may change (but that is okay; your plan helps guide you)
- Under "instructional approaches", be specific. Examples are "discussion", "demonstration", "case study", "role play", etc.
- Did you remember to attach the minimum of 10 detailed lessons?
- Have you re-submitted the unit to reflect any questions or revisions that were indicated? Any changes that you found necessary during instruction?

Or – alternative below

UbD Unit Plan Rubric

Target	Not Present	Beginning	Approaching	Meeting	Mastery
STAGE 1 – IDENTIFY DESIRED RESULTS					
Includes a full description of which **BALs and CCCs** are included in the lessons within the unit and how they will be promoted.					
The list of **outcomes and indicators** are a comprehensive list of those that are included in the lesson plans within the unit.					
The unit plan includes **Treaty Outcomes, TRC, and FNMI ways of knowing, content, and perspectives**. Evidence of place-based **research** is shown and thoughtful consideration has been made.					
The unit plan includes a detailed description of the **Enduring Understandings, Knowledge, and Skills** that are hoped to be acquired throughout the full unit.					
The unit plan includes a list of **essential question**s that are open-ended, in student-friendly language, and spark inquiry. These are also throughout the included lesson plans and assessments.					
STAGE 2 – ASSESSMENT EVIDENCE					
A **Performance Task** 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 *tool* is included.					
A list of other **assessments** used throughout the unit are included with a brief description of each. These assessments are found throughout the individual lesson plans in more detail.					
STAGE 3 – LEARNING PLAN					
A description of prior learning and how you may adapt the learning environment is included.					
A **motivational set** to engage students in the learning for this unit is included and part of lesson #1.					
A **summary of each lesson plan** in included with outcomes, CCCs, and resources.					

STAGE 4 – ASSESS AND REFLECT					
A **check-in and reflection** 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 **resources** 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 **essential question(s)** that is open-ended, in student-friendly language, and sparks inquiry.					
Explain how you will use the **essential question(s)** in your lesson plan.					
The Lesson Plan includes an in-depth explanation of the desired results (lesson rationale, connections to **Broad Areas of Learning and Cross-Curricular Competencies.** It is also explained **How** 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 **Outcomes and Indicators**.					
The Lesson Plan includes **Treaty Outcomes and Indicators, FNMI content, perspectives, and/or ways of knowing**.					
The Lesson Plan includes 1-3 **PGP Goals** that will be demonstrated within the lesson.					
The Lesson Plan includes a detailed **assessment** 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 **motivational set** that will "hook" students in the topic for the lesson (possibly through inquiry, problem solving, experimentation, engaging story, discussion, etc).					

The Learning Plan **Procedure** 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 **Adaptations and Differentiations** that are thoughtful to the needs of all learners. The adaptations are explained.					
The Learning Plan includes a **closing** 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 **backwards planning** philosophy.					
After the lesson has been taught: Lesson Plan includes a thoughtful personal **reflection** of the implementation of the lesson using the 3 provided reflection questions.					

Adapted from Understanding by Design Unit Planning Rubric by Sarah Reid – Facilitator Guidebook – 2022-2023

Appendix G – Seminar #2 Reflective Sharing Conversation

Reflective Sharing Conversation with Peers – Learning Through Storytelling

- Presentation Details
    - o Objective:
        - Reflect on your journey as a teacher.
        - Share a story that highlights your personal and professional growth.
        - Possible angles for your story:
            - A challenge you overcame.
            - A tip or trick that significantly improved your teaching practice.
            - A memorable experience that shaped your teaching.
            - A relationship you built that influenced your professional teacher identity..
- Presentation Format:
    - o Time Limit: 5 minutes.
- Presentation Style:
    - o Share your story in any format that best represents your experience.
        - Options include:
            - Oral storytelling.
            - Video presentation.
            - Interactive activity.
            - Artifacts such as documentation, photos, or an audio recording.
- Preparation:
    - o Consider how you will share this story.
    - o Bring any necessary materials or props that will help convey your message effectively.
- Preparation Requirements:
    - o Be Prepared:
        - Ensure you have everything you need to represent your story effectively.
        - Think critically about the best way to communicate your experience.

Appendix H – Important Dates EXPR 422 Fall 2024

August 19 to 23, 2024	Orientation with facilitator for teacher candidates
August 26 to December 13, 2024	422 - 16-week Extended Practicum dates (inclusive) *TCs in EXPR 422 follow the school division calendar, which includes Winter break and Easter Break in most school divisions)*
Mid to late September	In-service #1 – Teacher Candidates and Collaborating Teachers – Dates and location to be provided by Facilitator
September 8, 2024	Last day to withdraw with 100% tuition credit
September 18, 2024	Withdraw with 75% tuition credit
September 23, 2024	Deadline to submit Draft 1 of original UBD detailed unit
September 27, 2024	Withdraw with 50% tuition credit
Mid to late October	In-service – Teacher Candidates ONLY – Dates and location to be provided by Facilitator
October 13 to 19, 2024	Midterm assessment completed this week. (It should not be completed prior to week 8).
October 21, 2024	Deadline to submit "Choice" unit to facilitator
October 17, 2024	Draft midterm assessment, as a Word document, due to facilitator
October 23, 2024	Midterm returned with Facilitator assessment & all signatures
November 18, 2024	UBD unit – reflections due. Must be fully taught.
November 15, 2024	Final date to withdraw from EXPR 422 without penalty of failure
December 1 to 6, 2024	Complete Final Assessment – submit Word document to facilitator for review. Please understand that time may be needed for revisions/additions.
December 9, 2024	Draft final assessment due to facilitator
December 11, 2024	Final assessment PDF submitted to Canvas with all signatures & Facilitator assessment.
December 13, 2024	Last day of Extended Practicum

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

Appendix I – Academic Integrity 2017

ACADEMIC INTEGRITY and what to do
when academic misconduct is suspected

UNIVERSITY OF SASKATCHEWAN

Integrity is expected of all students in their academic work—class participation, examinations, assignments, research, practicums—and in their non-academic interactions and activities as well.

What academic integrity means for students

- Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.

- Use your own work to complete assignments and exams. If you are including work you have done previously, be sure to identify that work so it is clear what new work you are presenting.

- Follow examination rules.

- Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.

- Discuss with your professor if you are using the same material for assignments in two different courses.

- Be truthful on all university forms.

- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

Integrity in non-academic activities

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

Guiding principles

The university documents that lay out our rules and procedures are the Student Academic Misconduct Regulations (University Council) and the Standard of Student Conduct in Non-Academic Matters (University Senate). Both documents are based on the same Guiding Principles from the Policy on Student Discipline.

- Freedom of Expression
- Mutual Respect and Diversity
- Commitment to Non-violence
- Commitment to Justice and Fairness
- Security and Safety
- Integrity

ACADEMIC MISCONDUCT PROCESSES

Academic Misconduct is the term the university uses to describe cheating. Types of cheating are listed in the **Student Academic Misconduct** Regulations of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

Informal procedure:

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. The instructor should discuss the matter with the student informally, where possible.

The instructor is to consult with the college's academic administrator to determine whether an informal resolution would be appropriate in the circumstances. If it is determined to be appropriate and the student concedes the misconduct, the instructor has the authority to impose one or both of the following penalties:

- Reduce the grade on the assignment or exam by a percentage appropriate to the degree of the academic misconduct, to as low as zero.

- Require the student to rewrite the assignment or exam.

A student who disagrees with the allegation of cheating or with the suggested penalty may request a formal hearing.

An informal resolution of academic misconduct is recorded on a form signed by the student and the instructor that is then kept by the student's college for at least five years or until the student completes their degree program. Prior informal resolutions are used to determine if a subsequent offense should go to a formal hearing.

Formal procedure:

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations.

The hearing board has the authority to impose sanctions if the student is found to have committed academic misconduct, such as:

- reprimand or censure the student,

- reduce the grade on the assignment, exam, or entire course, to as low as zero,

- require the student to rewrite the assignment or exam,

- require the student to submit an essay or a presentation on academic misconduct,

- suspend or expel the student, and

- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a hearing board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of lack of jurisdiction, bias, substantial procedural error or new evidence.

ACADEMIC MISCONDUCT **DEFINED**

The following constitute academic misconduct that may be the subject-matter of an allegation under the **Student Academic Misconduct Regulations:**

a) Providing false or misleading information or documentation to gain admission to the university or any university program;

b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;

c) Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;

d) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;

e) Violation of the university's Responsible Conduct of Research Policy (see http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php);

f) Fabrication or invention of sources;

g) Examinations: The following are examples of academic misconduct involving examinations:

  (i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;

  (ii) Altering answers on a returned examination;

(iii) When prohibited, removing an examination (including creating a digital copy) from the examination room;

(iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;

(v) Attempting to use, possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;

(vi) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;

(vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

(viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;

(ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;

h) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;

i) Preventing others from fair and equal access to University facilities or resources, including library resources;

j) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;

k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

l) Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

(m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice.

FOR MORE INFORMATION

Student Conduct and Appeals website:
usask.ca/secretariat/student-conduct-appeals
Effective date of the Regulations January 1, 2017

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