



Field Experiences Handbook (2025-2026)



UNIVERSITY OF SASKATCHEWAN

College of Education

EDUCATION.USASK.CA

Land Acknowledgement

The land is acknowledged as our Mother, the Earth. The University of Saskatchewan and the College of Education is committed to honor and support the Indigenous peoples, Indigenous cultures, Indigenous values, and Indigenous languages that belong to the land of Treaty 6 Territory and Homeland of the Métis. The College of Education is committed to working towards mending colonized lands and protecting the land in a way that demonstrates honour, respect, and love. We extend this commitment to the lands and Treaty territories (Treaties 2, 4, 5, 6, 7, 8, and 10) that constitute kisiskâciwan ([Saskatchewan], “the swift current”, Cree/Saulteaux), and all Indigenous people that call kisiskâciwan home. We are born to the land and the land claims us.¹

Education is an essential place for the work and responsibility of truth and reconciliation. As a College of Education, we are committed to preparing future teachers to take up their obligation to contribute to this work and to create teaching and learning relationships and spaces where Indigenous knowledges, cultures and languages are valued and shared and where Indigenous students can flourish. Field experiences form a crucial part of the BEd, ITEP (Indian Teacher Education Program) and SUNTEP (Saskatchewan Urban Native Teacher Education Program) experience and are required for certification as a teacher in kisiskâciwan. These field experiences provide an opportunity to learn about the land and territory that you visit as a teacher candidate, to learn about and contribute to the ways in which the school you are placed in contributes to the Truth and Reconciliation Commission of Canada: Calls to Action and to develop your practice as a teacher committed to truth and reconciliation.

Field experience offers you an opportunity to spread your wings and visit territories in Treaty 2, 4, 5, 6, 7, 8 and 10 and to make a positive contribution to the lives of young people and a school community while you are there. Embrace these opportunities and the wisdom they will bring you as educator.

¹ Adapted from the Office of the Vice-Provost, Indigenous Engagement:
<https://indigenous.usask.ca/indigenization-reconciliation/Land-Acknowledgement.php>

I. Introduction and Information

1. Introduction to Field Experiences
2. Field Experiences Aims and Goals
3. Timeline of Field Experiences Courses
4. Field Experiences Team
5. School Divisions We Partner With
6. First Nations Communities We Partner With

II. University Commitment, Codes of Conduct, and Policies

1. College of Education Mission, Vision, and Values
2. Essential Skills for Teacher Candidates
3. Codes of Conduct
4. University Policies

III. Policies and Procedures

1. Criminal Record Check / Vulnerable Sector Check
2. Workers' Compensation Board (WCB) Coverage for Field Experiences
3. Placement Procedures
4. Attendance Expectations
5. If Difficulties Arise
6. Evaluation of Field Experiences
7. Requests and Appeals Related to Field Experiences
8. Accommodations
9. Bursaries and Awards
10. Saskatchewan Professional Teachers Regulatory Board (SPTRB)
11. Professional Accountability: Supporting College of Education Positive Relationships

IV. Course Syllabus

- 1 EDST 213.0: Student Teaching in Rural and First Nation Schools
- 2 EDST 215.6: Internationally Educated Teachers Field Experience
- 3 EDST 321.3: Field Experience Learning in Contexts
- 4 EDST 322.3: Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- 5 EXPR 422.15: Field Experience Professional Extended Practicum and EXPR 425.12: Alternative Field Experiences Practicum II Saskatchewan Schools
- 6 EXPR 423.3: Alternative Field Experiences Practicum: Adult Learning and Community-Based Educational Settings and EXPR 424.3: Alternative Field Experiences Practicum: International Settings

I. Introduction and Information

1. Introduction to Field Experiences

Field experiences learning is a fundamental component of teacher education. Such learning opportunities provide for the translation of pedagogical theory into classroom practice. For teacher candidates to qualify for certification as teachers, the Saskatchewan Professional Teachers Regulatory Board (SPTRB) requires teacher candidates to have Practicum experience in the K-12 education system in addition to specified credit units in teaching fields/subjects and teacher education courses.

The implementation and maintenance of field experiences are joint responsibilities of the College of Education, the Ministry of Education, The Saskatchewan Teachers' Federation (STF), the League of Educational Administrators, Directors and Superintendent (LEADS), the Saskatchewan School Trustees Association (SSTA), and the SPRTB with the final authority residing with the College of Education, including the design and the evaluation of field study courses.

A Criminal Record Check (CRC) with Vulnerable Sector Check is required by all school divisions before each field experience.

To support province-wide enthusiasm for teacher candidates in School Division contexts as well as schools in First Nations Communities, the College of Education has developed teaching and learning opportunities in diverse locations and looks forward to the learning these opportunities will provide as well as the energy and innovation our teacher candidates will extend to these classrooms.

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



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

In terms of the Extended Practicum, a limited number of special requests are considered each year for rural or urban placements that are based on exceptional circumstances. Financial and transportation responsibilities are not considered as criteria for requests.

The Extended Practicum represents the teacher candidate's transition to professional practice. During this phase, candidates assume nearly full responsibility for classroom instruction, planning, assessment, and professional engagement. It is designed to provide a culminating opportunity for teacher candidates to demonstrate readiness for independent teaching and entry into the profession.

Because the Extended Practicum is a period of intensive field study, we recommend that teacher candidates do not take other courses during this time. The College also recommends a leave of absence from other employment during this time frame; outside work does not excuse teacher candidates from practicum requirements and heavy schedules can contribute to situations leading to unsuccessful attempts to meet expectations and possible withdrawal from the Extended Practicum.

2. Field Experiences Aims and Goals

Field experiences are designed to provide continuous professional growth for teacher candidates as they are inducted into the teaching profession through their pre-service education. Field experiences are designed to allow teacher candidates to experience transformative learning opportunities to better relate theory to the practical experiences in classrooms.

The following learning targets are key:

- Increased awareness of the broader purposes of education, the community, and the school in society
- Self-assessment of aptitude for teaching
- Professional/personal competencies, knowledge competencies, instructional competencies, and curricular competencies. Each Field Experiences placement will focus on meeting one to four competencies set out by the Saskatchewan Teachers Regulatory Board.
- To allow teacher candidates to gain insight into the realities and responsibilities of teaching and to foster a commitment to teaching (ongoing professional growth).
- To increase the observation skills of teacher candidates and their understanding of the classroom behavior of teachers and pupils.
- To provide teacher candidates with an opportunity to apply the theoretical knowledge gained in education courses to classroom situations.
- To provide teacher candidates with an opportunity to develop best practices in instruction and assessment/evaluation.

3. Timeline of Field Experiences Courses

Fall Term:

Orientation – One week prior to CT return date of the school division calendar

Start date – Same date that CT returns based on local school division calendar

EXPR 422.15

EXPR 423.3

EXPR 424.3

EXPR 425.12

Winter Term:

Info Session – November or December

Orientation and OTC training – January

Start date – First day after high school turnaround date

EDST 321.3

Spring Term:

EDST 213 Info Session – March

EDST 213 Orientation – April / May

Start date – First Monday of May

EDST 213.0

EDST 322.3

EDST 375.3

4. Field Experiences Team



Dr. M. Shaun Murphy
Associate Dean

Undergraduate Programs, Partnerships, and Research



Camille Hounjet
Director
Field Experiences



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General Inquiries:

Email: education.fieldoffice@usask.ca

Phone: (306) 966-7665

To arrange a student meeting with a Field Experiences Team member, select the link provided: [Booking Link](#)

5. School Divisions We Partner With



Chinook School Division



Lloydminster Catholic School Division



Christ the Teacher Catholic Schools



North East School Division



Creighton School



Northern Lights School Division



Good Spirit School Division



Northwest School Division



Greater Saskatoon Catholic Schools



Prairie South School Division



Holy Family Roman Catholic Separate School Division



Prairie Spirit School Division



Holy Trinity Catholic School Division



Prairie Valley School Division



Horizon School Division



Prince Albert Catholic School Division



Ile-a-la-Crosse School Division 112



Saskatchewan Rivers School Division



Light of Christ Catholic School Division



Saskatoon Public Schools



Living Sky School Division



South East Cornerstone Public School Division



Lloydminster Public School Division



Sun West School Division

6. First Nations Communities We Partner With

	Ahtahkakoop Cree Nation		Muscowpetung First Nation
	Beardy's and Okemasis' Cree Nation		Muskeg Lake Cree Nation
	Big Bear Band		Muskoday First Nation
	Big Island Lake Cree Nation	 Muskowekwan First Nation No. 85	Muskowekwan First Nation
	Big River First Nation		Nekaneet First Nation
	Birch Narrows Dene Nation		Ocean Man First Nation
 BLACK LAKE DENESULINE FIRST NATION	Black Lake Denesuline First Nation		Ochapowace First Nation
	Buffalo River Dene Nation		Okanese First Nation
	Canoe Lake Cree First Nation		One Arrow First Nation
	Carry the Kettle Nakoda Nation		Onion Lake Cree Nation

	<p>Chacachas First Nation</p>		<p>Pasqua First Nation</p>
	<p>Chakastaypasin First Nation</p>		<p>Peepeekisis Cree Nation</p>
	<p>Clearwater River Dene Nation</p>		<p>Pelican Lake First Nation</p>
	<p>Cote First Nation</p>		<p>Peter Ballantyne Cree Nation</p>
	<p>Cowessess First Nation</p>		<p>Peter Chapman First Nation</p>
	<p>Cumberland House Cree Nation</p>		<p>Pheasant Rump Nakota Nation</p>
	<p>Day Star First Nation</p>		<p>Piapot First Nation</p>
	<p>English River First Nation</p>		<p>Poundmaker Cree Nation</p>
	<p>Fishing Lake First Nation</p>		<p>Red Earth First Nation</p>
	<p>Flying Dust First Nation</p>		<p>Red Pheasant First Nation</p>

 <p>FOND DU LAC DENESULINE FIRST NATION</p>	<p>Fond Du Lac Denesuline First Nation</p>		<p>Saulteaux First Nation</p>
	<p>George Gordon First Nation</p>		<p>Shoal Lake Cree Nation</p>
	<p>Hatchet Lake Denesuline First Nation</p>		<p>Standing Buffalo Dakota Nation</p>
	<p>James Smith Cree Nation</p>		<p>Star Blanket Cree Nation</p>
	<p>Kahkewistahaw First Nation</p>		<p>Sturgeon Lake First Nation</p>
	<p>Kawacatoose First Nation</p>		<p>Sweetgrass First Nation</p>
	<p>Keeseekoose First Nation</p>		<p>The Key First Nation</p>
	<p>Kinistin Saulteaux Nation</p>		<p>Thunderchild First Nation</p>
 <p>Lac La Ronge Indian Band</p>	<p>Lac La Ronge Indian Band</p>		<p>Wahpeton Dakota Nation</p>

 <p>Little Black Bear First Nation</p>	<p>Little Black Bear First Nation</p>		<p>Waterhen Lake First Nation</p>
	<p>Little Pine First Nation</p>		<p>White Bear First Nations</p>
	<p>Lucky Man First Nation</p>		<p>Whitecap Dakota First Nation</p>
	<p>Makwa Sahgaiehcan First Nation</p>		<p>Witchehan Lake First Nation</p>
	<p>Ministikwan Lake Cree Nation</p>		<p>Wood Mountain Lakota First Nation</p>
	<p>Mistawasis First Nation</p>		<p>Yellow Quill First Nation</p>
	<p>Montreal Lake Cree Nation</p>		<p>Young Chippewyan First Nation (Stony Knoll Band)</p>
	<p>Moosomin First Nation</p>		<p>Zagime Anishinabek First Nation</p>
	<p>Mosquito Grizzly Bear's Head Lean Man First Nation</p>		



II. University Commitment, Codes of Conduct, and Policies

1. College of Education Mission, Vision, and Values

Mission

The College of Education fosters innovation and collaboration through teaching, learning, discovery, and transformative pedagogy.

Through working together, we impact the development of teachers and learners who are committed to advancing the growth of students and communities, and to building a positive foundation for a stronger and healthier future.

Vision

We embrace Indigenization and reconciliation, recognizing the diversity of values and perspectives, of all peoples.

We endeavor to expand upon pedagogical practices that acknowledge and make space for the cultural and linguistic diversity of our province.

We strive to be leaders of effective and innovative pedagogy, of curiosity-based research work, scholarly work, and artistic work, and of practice that has a sustainable impact locally, nationally, and internationally.

We respond actively and collaboratively to emergent provincial, national and international priorities, including those of the university, school divisions, Indigenous peoples, newcomers, and the Ministry of Education.

Connected. Engaged. Supported.

We are a community of 35,000 strong and growing.

The College of Education has the second largest alumni base at the University of Saskatchewan. Our alumni group is full of community leaders spread across Canada and the world.

We are committed to building bridges between academic learning and the realities experienced by teachers. We take pride in and stand behind the ways our alumni have changed the world.

Values

We champion

- Academic Freedom
- Collaboration
- Collegiality
- Curiosity-based Research
- Equity
- Sustainability
- Inclusivity
- Mental and physical health
- Pedagogical Excellence
- Professionalism
- Promotion of Well-Being
- Reconciliation

We embrace

- Community Engagement
- Diversity
- Imagination
- Indigenous Knowledges
- Socio-ecological Justice
- Wisdom

We demonstrate

- Accountability
- Civility and Respect
- Equality
- Humility
- Impactful research, artistic, and scholarly work
- Integrity
- Transparency

2. Essential Skills for Teacher Candidates

The completion of the Bachelor of Education degree and suitability for the teaching profession is determined by a candidate's ability to consistently demonstrate the essential skills, professional behaviours, and dispositions required of teachers in Saskatchewan. The following competencies and indicators constitute the standards against which suitability will be assessed:

1. Cognitive Skills

A teacher candidate must demonstrate the memory necessary to recall, integrate and synthesize information. In addition, the teacher candidate must display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaboration in terms of developing and adapting student programs.

2. Communication Skills

A teacher candidate must speak and hear (independently or through successful use of augmentative/alternative communication (AAC) and interact with students to effectively and efficiently deliver and assess lessons. In addition, clear oral and written communication skills are required related to family engagement as well as working relationships with colleagues.

3. Emotional and Physical Health

A teacher candidate must successfully navigate through the emotional and physical expectations of a school day related to field experiences and demonstrate attendance and participation as required and/or negotiated in college and field settings.

4. Language Skills

A teacher candidate must demonstrate proficiency in the language of instruction (oral and written).

5. Research/Information Processing Skills

A teacher candidate must demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records, and displaying information.

6. Social Skills

A teacher candidate must be able to ethically and sensitively build working relationships with all members of a school team. Compassion, integrity, concern for others, interpersonal skills and internal motivation are all personal qualities that successful teachers demonstrate and are attributes expected of students in the College of Education.

You can find more information about the [Essential Skills Assessment Form](#) and how to meet the requirements here.

3. Codes of Conduct

All students in the College of Education are held to a high set of professional standards that must guide their conduct in field experiences. These include:

- [The STF Code of Professional Ethics](#)
 - [The Education Act of Saskatchewan](#)
 - [The Student Code of Conduct at the University of Saskatchewan](#)
 - [The Saskatchewan Human Rights Code](#)
 - [The Criminal Code of Canada](#)
 - [SPTRB Standards of Professional Conduct](#)
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4. University Policies

The University of Saskatchewan's policies apply to all University of Saskatchewan students, including those completing Field Experiences courses.

Student Affairs and Activities

- [Duty to Accommodate](#)
- [Student Accident Benefit](#)
- [Student Advertising and Publicity](#)
- [Student Appeals of Evaluation, Grading and Academic Standing](#)
- [Student Discipline](#)

Academic Affairs

- [Academic and Curricular Nomenclature](#)
- [Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning](#)
- [Articulation and Transfer Credit Policy](#)
- [Chairs and Professorships](#)
- [English Proficiency Policy](#)
- [International Travel Risk Management for Student Mobility](#)
- [Medical Faculty Policy](#)
- [Peer Review of Teaching Practices](#)
- [Policy on Admission to Degree Programs](#)
- [Student Learning Experience Feedback within Courses](#)
- [Undergraduate Awards](#)

III. Policies and Procedures

1. Criminal Record Check / Vulnerable Sector Check

- 1.1. Criminal Record Checks (CRC), including the Vulnerable Sector Check (VSC), are required by all school divisions. The Field Experiences office is assisting in collecting these documents.
- 1.2. All teacher candidates must upload a clear PDF copy of their CRC and VSC to the specified site (no email submissions).
 - 1.2.1. Begin the CRC process at least three (3) weeks before the due date, as it can take up to two (2) weeks to complete.
 - 1.2.2. Some communities may require a letter from the college for the CRC application. Email the Field Experiences office for this.
 - 1.2.3. To secure your placement, ensure these documents are provided.
- 1.3. A CRC must be submitted for each practicum. Due to confidentiality, the CRC is not reviewed after upload, and all CRCs are deleted upon the finalization of the current practicum.
- 1.4. The CRC must meet the following conditions:
 - 1.4.1. It must be flattened and clearly scanned within three months of the start date for field experiences and include a Vulnerable Sector Check (VSC).
 - 1.4.2. File format should be named as "Last name, first name - CRC," e.g., Smith, John - CRC.
 - 1.4.3. Teacher candidates will not be allowed to enter a school for student placements without a valid CRC with VSC uploaded to the appropriate location.
- 1.5. CRC with VSC can be obtained from local city police or the RCMP and may take about two (2) weeks to process.
- 1.6. Teacher candidates are responsible for the cost of the CRC with VSC.
- 1.7. Verbal reporting of any new criminal charges must be made within two (2) working days of being charged to the HR of the school division or their designate, followed immediately by a written report outlining the charges and relevant circumstances.

If You Have a Criminal Record

- 1.8. Teacher candidates with a criminal record are advised to seek advice regarding their eligibility for field experiences or teaching after graduation.
- 1.9. Teacher candidates are encouraged to apply for a record suspension as soon as possible. Further information is available at: [Record Suspensions](#)

2. Workers' Compensation Board (WCB) Coverage for Field Experiences

2.1. Purpose

- 2.1.1. To ensure that all teacher candidates are eligible for Workers' Compensation Board (WCB) benefits if they sustain an injury during a work-based learning assignment (school placement).

2.1.2. For more information, visit: [WCB Student Coverage](#).

2.2. Process

2.2.1. Teacher candidates participating in approved unpaid work experience programs may be eligible for WCB coverage.

2.2.2. A consent and waiver of liability form must be signed by the teacher candidate, witnessed, and returned to the College of Education.

2.2.3. Signed copies of WCB forms will be retained by the College of Education for a minimum of two (2) years after the completion of the program.

2.3. In the event of an injury during a school placement:

2.3.1. The teacher candidate must notify the facilitator, collaborating teacher, school principal, and the Field Experiences Team.

2.3.2. The teacher candidate must report the injury to WCB using the Workers Initial Report of Injury (W1).

2.3.3. The collaborating teacher or principal must report the injury to WCB using the Employer's Report of Injury (E1) form.

2.3.4. Reporting by the teacher candidate and school personnel must occur within five (5) days of the incident.

2.4. Form Submission

2.4.1. W1 and E1 forms can be submitted via:

Online: [WCB Online Services](#)

Email: forms@wcbask.com (submit as JPEG or PDF)

2.5. Annual Reporting

2.5.1. The College of Education must provide an annual report to Safety Resources (USask), which includes:

2.5.1.1. The total number of participating teacher candidates in WCB benefits for the current academic year.

2.5.1.2. The number of work-based learning assignments undertaken in the current academic year.

2.5.1.3. Confirmation that each participating teacher candidate has signed a WCB Agreement Schedule "C" Work-Integrated Learning Consents and Waiver of Liability.

Note: WCB does not apply to placements in First Nations Communities.

3. Placement Procedures

3.1. General Field Placement

3.1.1. Teacher candidates do not generally have a choice of placement location for their field experiences practica.

- 3.1.2. Placements are selected for each teacher candidate to ensure a diverse range of experiences across Saskatchewan’s educational environments.
- 3.1.3. Placement areas include both urban centers (e.g., Saskatoon, Regina) and rural or remote locations across the province.
- 3.1.4. Teacher candidates should anticipate at least one field placement outside of Saskatoon and the surrounding areas during their program and should be prepared for the possibility of multiple placements in rural or remote locations. Financial considerations will not be a determining factor in placement decisions, so candidates are encouraged to plan ahead accordingly.
- 3.1.5. Teacher candidates are required to engage with K-12 opportunities that develop competencies in personal/professional, knowledge, instructional, and curricular areas, as outlined by the [SPTRB TECC competencies](#).

3.2. Pre-Extended Practica (EDST 213, 321, 322)

3.2.1. Eligibility:

- Teacher candidates must have successfully completed all prerequisite program requirements or be registered in co-requisite program courses.
- Candidates must register for field experiences as they would for any university course.

3.2.2. Attendance at Field Experience Sessions:

- Attendance at mandatory practicum information sessions, orientations, and in-services is required.

3.2.3. Course Completion Requirements:

- Teacher candidates must meet all course requirements within the scheduled timeframe.
- Alternative dates may be granted with written permission from the College, subject to evaluation by the Field Experiences Team.

3.2.4. Placement Criteria:

- Teacher candidates will be placed in schools that use Saskatchewan provincial curricula.
- Collaborating teachers must hold a valid Saskatchewan Teaching Certificate.

3.3. Extended Practicum (EXPR 422)

3.3.1. Timing and Requirements:

- Teacher candidates are expected to complete their extended practicum at the appropriate time in their program and during the dates set by the College of Education.
- Practicum courses align with school division calendars and must be taken in the term offered.

3.3.2. Placement Locations:

- Teacher candidates will not be placed outside designated placement areas unless a **University of Saskatchewan (USask) facilitator** or a qualified proxy can support them.
- The College reserves the right to place teacher candidates in specific schools or jurisdictions to meet program requirements.

3.3.3. Conflict of Interest:

- Placements will be organized to minimize conflicts of interest and promote equity, diversity, and inclusion.
- Candidates must disclose any prior relationships with potential collaborating teachers or schools.

3.3.4. Special Placement Requests:

Requests for specific placements must meet the following criteria:

- No personal relationship (e.g., family, close friendship) exists between the collaborating teacher and teacher candidate.
- The teacher candidate must not have been previously employed in a continuing contract at the school.
- The teacher candidate must have completed a prior field experience in the collaborating teacher's classroom or school.

Failure to disclose prior relationships may result in placement cancellation.

3.3.5. Placement Preference:

- Teacher candidates may indicate first, second, and third geographical location preferences, but placement cannot be guaranteed.
- Placement decisions prioritize alignment between academic preparation and collaborating teacher responsibilities.

3.4. Placement Deadlines and Changes

3.4.1. Fall Extended Practicum:

- Students are required to be done necessary coursework and pre-requisites for the Extended Practicum by **June 30**.

3.4.2. Changes After August Orientation:

- Changes to extended practicum placements after the August orientation must be communicated to the Field Experiences Team.
- Requests for changes are subject to approval and availability.

3.5. Documentation and Reporting

3.5.1. Challenges during any placement must be documented through:

- Collaborating teacher notes and feedback,
- Facilitator records of observed concerns, or
- Official Student Team Meeting (STM) documentation.

3.5.2. If difficulties arise, the [process outlined in Section 6](#) will be followed, including potential escalation to the Field Experiences Team for suitability review and next steps.

3.6. Extended Practicum Placement Requests

3.6.1. Requesting Specific Teacher Candidates:

Collaborating teachers and administrators may request specific teacher candidates for the 16-week Extended Practicum (EXPR 422). However, these requests must meet the following criteria to ensure fairness, equity, and the integrity of the field experience process:

Professional Relationship Only:

- The collaborating teacher and teacher candidate must not have a personal relationship, such as a close friendship or family connection.
- The teacher candidate must not have been employed in a contract at the school before the field experience.

Mentorship Relationship:

- The collaborating teacher and teacher candidate must be able to maintain professional conversations and a mentorship relationship throughout the practicum.

Solicitation of Requests:

- Teacher candidates must not solicit requests from collaborating teachers, schools, or school divisions.

Prior Field Experience:

- The teacher candidate must have previously completed a field experience in the collaborating teacher’s classroom or school for EDST 213, EDST 321, or EDST 322.

Request Documentation:

- The request must come from collaborating teachers and administrators only, and must include the teacher candidate’s name, details of their prior field experience together, and confirmation from school administration that all conditions of this policy have been met.

3.6.2. Failure to Disclose Relationships

- Failure to fully disclose the nature of any prior relationship between the teacher candidate and the collaborating teacher and/or not follow this criterion may result in the **cancellation of the placement**.

3.6.3. Spring Placement Encouragement

- Schools are encouraged to invite teacher candidates for Spring placements (EDST 213 and EDST 322) to facilitate these requests and build early professional connections.

3.6.4. Partnership and Support Commitment

- We recognize that **EXPR 422** is a 16-week full-time placement built on professional relationships. The College of Education values its partnership with schools and appreciates the critical role that collaborating teachers and school divisions play in supporting teacher candidates.
- Our facilitator team works closely with schools to ensure successful and consistent support is provided to teacher candidates, collaborating teachers, administrators, and students throughout the field experience.

4. Attendance Expectations

4.1. General Expectations

- 4.1.1. Teacher candidates must attend all required orientation seminars prior to the start of their placements. The number and format of these seminars vary by practicum and are essential for preparing teacher candidates for success. Information presented includes policies and procedures from our partners before entering into their spaces.
- 4.1.2. Attendance during field experiences must reflect professional standards expected of teachers. Teacher candidates must be punctual and present for all scheduled days of the placement.
- 4.1.3. Arriving late or leaving early without a valid reason and prior approval from the collaborating teacher and communication with the facilitator will be considered unprofessional conduct.
- 4.1.4. Any missed time impacts the completion of course requirements, collaborating teacher responsibilities, instructional time, and relationship-building with students and staff.

4.2. Reporting Absences

- 4.2.1. Teacher candidates must notify the collaborating teacher, school principal, and facilitator no later than **7:30 a.m. (or at least 60 minutes before school begins)** if they are unable to attend due to compassionate, medical, or emergency reasons.
- 4.2.2. Acceptable reasons for absence include, but are not limited to:
 - Illness or injury
 - Death or serious illness in the family
 - Unavoidable emergencies
- 4.2.3. Teacher candidates may be required to provide supporting documentation (e.g., medical certificates) to validate their absence. Two sick days are permitted in EDST 213, 321, and 322. 3 sick days are permitted throughout EXPR 422. Teacher candidates must follow policy 4.2.1. for each absence.
- 4.2.4. Patterns of absenteeism or repeated tardiness are a professionalism concern and will be documented and reported to the Field Experiences Team by the collaborating teacher or facilitator.
- 4.2.5. Teacher candidates are required, as teachers are, to prepare plans in their absence for anything they were required to teach.

4.3. Attendance Concerns and Consequences

- 4.3.1. Attendance concerns will be handled according to the process outlined in **Section 5: If Difficulties Arise.**
- 4.3.2. If attendance concerns are raised, the following steps may occur:
 - A **Student Team Meeting (STM)** will be conducted to document concerns and discuss next steps.
 - Teacher candidates will receive documentation through the **Student Team Meeting Form** and respond using the **Teacher Candidate (TC) - Post-Student Team Meeting Response Form**, agreeing to the terms discussed.
 - **Goals and timelines** for improvement may be set during the STM, with a follow-up meeting scheduled to assess progress.
 - If significant or recurring attendance concerns arise, the matter may be escalated to the Field Experiences Team for further review.
- 4.3.3. Attendance issues may result in one of the following outcomes:
 - Continued placement with conditions and a follow-up STM
 - **Escalation to a Suitability Review** if professionalism or suitability is in question
 - Placement cancellation, requiring the teacher candidate to meet specific conditions before a second attempt is granted
 - A repeat of the course during the next term the course is offered

4.4. Professionalism and Communication

- 4.4.1. Teacher candidates are expected to adhere to the same ethical and professional standards as teachers in the field, including those outlined in the **STF Code of Professional Ethics, SPTRB Standards of Professional Conduct**, and all **Field Policies and Procedures** related to attendance

and professional engagement. If professionalism concerns arise, refer to policy number 5.2.4., 5.3., and 5.4.

4.4.2. "Dress codes" and regulations about personal appearance can be inequitable and debatable, however, we must also work with the expectations and norms that are present in classrooms in Saskatchewan. While opinions of what is "appropriate" can vastly differ, teacher candidates are expected to project a professional image, and adhere to the established dress code and norms of the assigned school. Students are encouraged to find/ask for the school's dress code in advance of their placement, to ensure they are adhering to it as of their first day. Teacher candidates represent both the College of Education and the teaching profession, and, superintendents of education will ensure that you are adhering to school division policies. Typical expectations around professional dress in schools are that teachers do NOT wear: jeans, leggings, sweatpants, ripped pants, shorts, short dresses/skirts, baseball caps, hoodies, tank tops, or clothing that exposes excess skin. Phys. Ed. students: The easiest thing to do is have two outfits – one for gym/outdoor activities and one for professional conversation.

4.4.3. Teacher candidates will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, texting, and email while in classrooms and while engaged in professional school activities, modelling adherence to provincial legislature. Teacher candidates are expected to familiarize themselves with and abide by the school and school division's technology policies. At a minimum, it is required that you:

- Communicate regarding attendance, meetings, and documentation will through the teacher candidate's **USask email account**.
- Review all social media accounts and remove all provocative, inappropriate, or unprofessional photos and posts. Consider changing your privacy settings to the highest level possible.
- Do not allow students to be your friends or followers on any social media platform.
- Do not give students your personal cell phone number.
- Adhere to the privacy and confidentiality policies attached to both USask and the school where placement is assigned.

5. If Difficulties Arise

5.1. Overview

Teacher candidates may experience challenges during their field practicums. These challenges can arise for various reasons and may be addressed at the school level or escalated to the Field Experiences Team for further review. The process ensures fairness, transparency, and an opportunity for teacher candidates to address concerns and grow in their professional competencies.

5.2. Concerns That May Be Raised

Concerns can be raised by collaborating teachers, school administrators, facilitators, or teacher candidates themselves. These concerns may include, but are not limited to:

5.2.1. Mental Health and Personal Well-being

- General overwhelm, stress, or anxiety impacting performance.
- Mental health concerns that affect participation and professionalism.

5.2.2. Relationships and Communication

- Breakdown of professional relationships with collaborating teachers, students, or school staff.
- Issues with receiving and implementing feedback.

5.2.3. Academic and Deliverable Issues

- Failure to meet lesson planning, instructional delivery, or assessment requirements.
- Incomplete or substandard coursework submissions.
- Lack of preparation for assigned duties.

5.2.4. Professionalism and Suitability

Suitability for the teaching profession is determined by a candidate's ability to consistently demonstrate the essential skills, professional behaviours, and dispositions required of teachers in Saskatchewan. The following competencies and indicators constitute the standards against which suitability will be assessed:

- 1) Breaches of **Field Policies and Procedures**
- 2) Breaches of Attendance Expectations (repeated absences or late arrivals)
- 3) Failure to adhere to the **STF Code of Professional Ethics**
- 4) Violation of **SPTRB Standards of Professional Conduct**
- 5) Breach of school division policies
- 6) Inappropriate or unprofessional behavior
- 7) Concerns related to **Essential Skills for Teacher Candidates**, including gaps in:
 - Cognitive Skills
 - Communication Skills
 - Emotional and Physical Health
 - Language Proficiency
 - Research/Information Processing Skills
 - Social Skills

Passing each field experience course (field practicum) indicates full readiness for the next course, which is scaffolded to increase in difficulty and intensity. Any concerns that negatively impact the school, classroom, collaborating teacher, and/or children/youth and their learning indicates a lack of readiness, preparedness and/or growth and will result in a grade of Fail. This is a supportive measure, allowing the teacher candidate time to gain independence and skills while also protecting their professional reputation.

Experiencing any of the concerns above will lead to the following processes:

5.3. Student Team Meeting (STM) Support Process

5.3.1. Initial Meeting or Documentation Review will happen at one of two locations:

a) STM at the school site:

- When difficulties arise during any field practicum or extended practicum, a **Student Team Meeting (STM)** is typically convened at the school with the collaborating teacher, school administrator, facilitator, and teacher candidate. This meeting provides an opportunity for discussion, goal setting, and the establishment of a timeline for improvement.

b) STM with the Field Experiences Team:

- If the school cancels the placement or the facilitator determines that a STM at the school site is inappropriate, the case will proceed directly to a STM with the Field Experiences Team.

Documentation:

- During a STM, all concerns, outcomes, and next steps must be recorded in the [Student Team Meeting Form](#) by the facilitator or an assigned member of the Field Experiences Team, regardless of whether the meeting occurs in person. This documentation is provided to the teacher candidate to read over and provide any notes or reflections before returning it to the field team.

5.4. Professionalism and Professional Suitability Review

The purpose of the **Professionalism and Professional Suitability Review** is to:

- Review documentation and concerns that arose during the previous field experience attempt
- Allow the TC an opportunity to reflect and share their perspective
- Determine whether a second **Suitability Review (Section 5.4.2.)** is required or if a **second attempt** may be granted with documented goals and timelines

5.4.1. Notification and Participants

The Teacher Candidate (TC) will be notified of the in-person **Professionalism and Professional Suitability Review** via their **USask email account**. The notification will include the date, time, and list of participants.

In addition to the TC, participants may include:

- Members of the Field Experiences Team
- Facilitator
- Collaborating teacher and school administrator (if appropriate)
- Associate Dean (mandatory if professionalism, suitability, or policy breaches are a concern)
- Director of ITEP and team members
- Director of SUNTEP and team members
- A support person from ESS or USSU requested by the TC.
- A support person from AES if an accommodation plan was in place.

5.4.2. Suitability Review

This review assesses the Teacher Candidates (TCs) overall readiness, professional behavior, and suitability for continued participation in field placements, with a focus on growth and learning from the events that led to the placement cancellation.

This review will be guided by the following policies:

Field Policies and Procedures

STF Code of Professional Ethics

SPTRB Standards of Professional Conduct and Teacher Education Competencies

Essential Skills for Teacher Candidates

Possible outcomes of the Suitability Review include:

- **Second Attempt Granted with Conditions:** If the TC is deemed suitable for another placement, they will receive clearly defined goals and timelines. These will be documented in the

Professionalism and Professional Suitability Review Form and sent to the TC's **USask email account**.

— **No Further Placement:**

If the TC is found unsuitable for a second attempt, this decision will be documented in the **Professionalism and Professional Suitability Review Form** sent through their **USask email account**.

- The TC must complete the [Post-PPSR Meeting Response Form](#) to acknowledge the outcome.
- The TC may ask for a new review in the next calendar year.

5.5. Goals, Timelines, and Follow-Up Process

5.5.1. Setting Goals and Timelines

When a second attempt is granted, the goals and timelines are documented and communicated to the teacher candidate via email. These may include:

- Improving lesson planning and instructional strategies
- Enhancing classroom management skills
- Engaging in professional development
- Addressing communication and collaboration challenges

5.5.2. Follow-Up Before Second Attempt

Before confirming the second attempt placement, the Field Experiences Team will contact the Teacher Candidate (TC) to ensure completion of agreed upon goals and timeline. The TC must then:

- Submit any agreed upon evidence of learning, and/or schedule a conversation to check-in, as previously agreed upon
- Using evidence, TC will **discuss progress** on previously established goals.

Outcome of the STM:

- **Goals Met:** The TC is approved for the second attempt field practicum.
- **Goals Not Met:** The TC must continue working on identified areas of growth and participate in another follow-up STM.

Teacher candidates who are unsuccessful in their first attempt at a field experience may be provided with a second attempt by the Field Experiences Team. A second attempt is contingent on the successful completion of documented goals and timelines. Second attempts are contingent on the teacher candidate remaining registered in the field experience/extended practicum for the duration of the term to ensure a grade can be assigned

Failure of the second attempt will result in an inability to complete the requirements necessary to obtain a Bachelor of Education degree.

5.6. Documentation and Communication

5.6.1. Documentation

- All discussions, outcomes, and goals will be documented using the [Student Team Meeting Form](#) and stored digitally by the Field Experiences Team.

- Teacher candidates (TCs) will receive the [Post-Student Team Meeting Response Form](#) following each meeting, allowing them to acknowledge and agree to the terms outlined in the STM.

5.6.2. Communication

- All official communication will be conducted through the TCs **USask email account** to maintain an official record.

5.7. Appeals Policy

5.7.1. Appeals Process

- Teacher candidates (TCs) may appeal decisions made during the **Student Team Meeting (STM)**, or **Professionalism and Professional Suitability Review (PPSR)** by submitting a written appeal to the **Student Affairs and Academic Standards Committee (SAASC)** within **30 days** of the decision.

6. Evaluation of Field Experiences

6.1. Grading

Teacher candidates shall receive one of the following grades for a field experience based on teaching competencies and professional behavior:

Pass (P): Assigned when all teaching performance, attendance, and professionalism requirements have been met.

Fail (F): Assigned when further coursework, professional, or personal development is required before re-entering field experiences.

In Progress (IP): Assigned when most deliverables have been completed but the experience was interrupted due to unforeseen circumstances (e.g., accidents, sudden illness, family situations). A Student Team Meeting will be scheduled with the Field Experiences team for approval.

Withdraw (W): Assigned if the teacher candidate drops the placement course before the add/drop deadline.

6.2. Pre-Extended Practica Grading

Pre-Extended Practica field experiences allow for an assessment of teacher candidates' aptitude for teaching and their readiness for extended practicum.

6.2.1. Procedural Integrity: Grades must adhere to defensible pedagogy and regulations pertaining to student evaluation.

6.2.2. Failing Grade (F): Teacher candidates who receive an 'F' must repeat the entire field experience, including orientations.

6.2.3. Reapplication: Candidates who withdraw must reapply through the Field Experiences team for a new placement and provide a written explanation. Conditions for placement may be outlined in the Student Team Meeting notes.

6.2.4. SAASC Appeals: If the Field Experiences team refuses a new placement, teacher candidates may appeal to the Student Affairs and Academic Standards Committee (SAASC). Missing information must be provided or compiled before review.

6.3. Extended Practicum

The extended practicum is designed to help teacher candidates understand and accept the full responsibilities of a teacher and develop classroom competencies.

6.3.1. Withdrawal: If withdrawn, placement may not be available for up to one calendar year, depending on withdrawal circumstances, completion of plans, and available placement offers.

6.3.2. Documentation: Teacher candidates may be required to sign a written agreement for improvement if professionalism, performance, or behavior issues arise.

6.3.3. Re-entry Plan: Candidates who withdraw must meet with the Field Experiences team within 30 days to develop a re-entry plan.

6.3.4. Final Evaluation: Determined collaboratively by the collaborating teacher, teacher candidate, and extended practicum facilitator, based on the Teacher Education Classification and Certification (**TECC**) competencies. For full details on **Evaluation and Withdrawals**, see [Section 5: If Difficulties Arise](#).

7. Requests and Appeals Related to Field Experiences

7.1. Written Requests

Teacher candidates must submit written requests to the SAASC for:

- Exemption from a portion of the field practicum based on prior teaching experience.
- For appeals in academic matters, please visit [Student Appeals in Academic Matters](#)

7.2. Appeal Process

- Appeals must be made in writing within 30 days of the decision.
- Each appeal level will render a decision and inform the candidate of the next appeal level.

8. Accommodations

8.1. Access and Equity Services (AES)

AES collaborates with the College of Education to provide accommodations for various reasons. Teacher candidates must register with AES before applying for field experiences: [Access and Equity Services](#) . Accommodations permitted for field experience placements will differ from accommodations permitted for coursework. All students requiring accommodations during field experiences must meet with AES to set up an Accommodation Planning Committee meeting to determine reasonable and appropriate accommodations.

8.2. Special Considerations

Special consideration may be given to teacher candidates who:

- Contribute at a high level to university status (e.g., Huskie athlete or other athletics or professional performances).
- Have family obligations (e.g., young children or compassionate reasons).

8.3. Not Accommodated

- Travel requests unrelated to the above will not be accommodated during field experiences.
 - Financial hardship or lack of transportation is not grounds for accommodation.
 - Planning ahead for field experiences is required by the teacher candidate to ensure full participation and success.
-
-

9. Bursaries and Awards

9.1. Janet Johnston Travel Bursary

Through the generosity of the late alumna Dr. Janet Johnston (BEd) and the Janet Johnston Trust Fund Travel Bursary, the College of Education provides partial support for travel costs during practicum.

9.1.1. Bursary Details

This up to \$300 (maximum) bursary:

- Supports commuting travel to out-of-town field experiences for teacher candidates.
- Is distributed on a need's basis within available College funding (one bursary per teacher candidate per year).
- Is contingent on the amount of funds available each year.

9.1.2. Application Process

- Information will be provided to teacher candidates at student teaching and extended practicum orientations.
- An online application link will be sent to eligible students enrolled in EDST 321, EDST 322, EXPR 422, EXPR 423, EXPR 424, and EXPR 425 practicums near the end of each practicum.
- Late submissions will NOT be accepted (the deadline will be included in all communication).
- If awarded, the bursary will be deposited into the teacher candidate's PAWS account.

9.1.3. Conditions

- If there are outstanding fees/dues, the bursary will first pay off these amounts.
- If there are no outstanding amounts, reimbursement can be requested through the Registrar's Office.

9.1.4. Eligibility

The Janet Johnston Travel Bursary is:

- Intended for regular travel to out-of-town placements for EDST 321/322.
- Intended for daily commuting travel during EXPR 422 extended practicum.
- Encouraging carpooling, with carpool participants listed in the application.
- Determined by the context and factors of ALL applicants. Proration of funds will be based on total funds available compared to total amounts requested.

9.1.5. Non-Eligible Uses

The Janet Johnston Travel Bursary is NOT:

- Guaranteed for all applicants.
- Full cost recovery or the maximum amount for all applicants.
- Intended for personal travel choices (e.g., living in a rural area and commuting back to Saskatoon on weekends).

- Available for teacher candidates placed within reasonable commuting distance of a community they requested.

9.2. Awards

- 1) Bates Award for Excellence in Extended Practicum
 - 2) Leo and Bruce Thordarson Education Award for International Alternative Practicum
 - 3) Global Engagement Scholarship
-

10. Saskatchewan Professional Teachers Regulatory Board (SPTRB)

10.1. Procedures for Applying for Certification

- Teacher candidates can submit their application form anytime during their last year of study but cannot receive their teaching certificate until all grades are on their transcripts.
- Please read the application form carefully and submit all relevant documentation to the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

10.2. SK Pre-B.Ed. Assessment Option

- Applicants with an approved undergraduate degree and at least 48 semester hours of pre-service teacher education coursework (including a completed practicum and required courses for certification) may apply for assessment for certification before completing their B.Ed. program.
- At the time of application, teacher candidates may request a Pre-B.Ed. Assessment by indicating such on the application and paying the associated fee. The fee includes:
 - SK B.Ed. Graduate Application Fee (\$105)
 - SK Pre-B.Ed. Assessment Fee (\$105)**Total: \$210**

10.3. Key Requirements for SK Pre-B.Ed. Assessment:

- Transcripts must be requested from all institutions attended and sent directly to the SPTRB. The teaching practicum must be completed and final grade listed on the transcript.
- Applicants requesting the SK Pre-B.Ed. Assessment who meet certification requirements will be issued a permanent Professional A teaching certificate.
- Applicants who do not meet the certification requirements will have their application held until proof of B.Ed. completion is received. Once received, a permanent Professional A teaching certificate will be issued.

Note: All fees, including the SK Pre-B.Ed. Assessment fee, are non-refundable. Applicants are encouraged to familiarize themselves with certification requirements before requesting this assessment. For more details, please refer to Schedule F of the SPTRB Regulatory Bylaws.

10.4. Key Points to Remember

- Answer “No” for questions regarding other teaching certificates unless you hold one from another province or country.
- Applications are not processed until all required documents are received.

- CRC (Criminal Record Check) and VSC (Vulnerable Sector Check) must be completed within 3 months prior to certification (generally February 1 or later).
- Arrange for transcripts from any other post-secondary institutions to be sent directly to SPTRB.
- You can check the status of your application online by logging into your profile under ‘Educators Only’ > ‘Applications’.
- After initial certification and registration, it is your responsibility to renew your registration annually with SPTRB.

10.5. Temporary Teaching Permits (TTP)

- Teacher candidates who have completed the Extended Practicum and plan to substitute teach while completing outstanding B.Ed. coursework may apply for a Temporary Teaching Permit (TTP).
- Temporary Teaching Permits are issued only for substitute teaching unless the employer has successfully appealed to the Registrar, SPTRB, for an exception.
- Please contact SPTRB for further details on TTP.

Contact Information:

Saskatchewan Professional Teachers Regulatory Board (SPTRB)

204 - 3775 Pasqua Street

Regina, SK S4S 6W8

Phone: 306-352-2230 | Toll-Free (SK only): 1-844-254-2230 | Email: general@sptrb.ca

11 Professional Accountability: Supporting College of Education Positive Relationships

11.1. Supporting College of Education Positive Relationships

11.1.1 Students, staff, faculty, and instructors in the College of Education aspire to uphold the high standards of professionalism associated with the teaching profession.

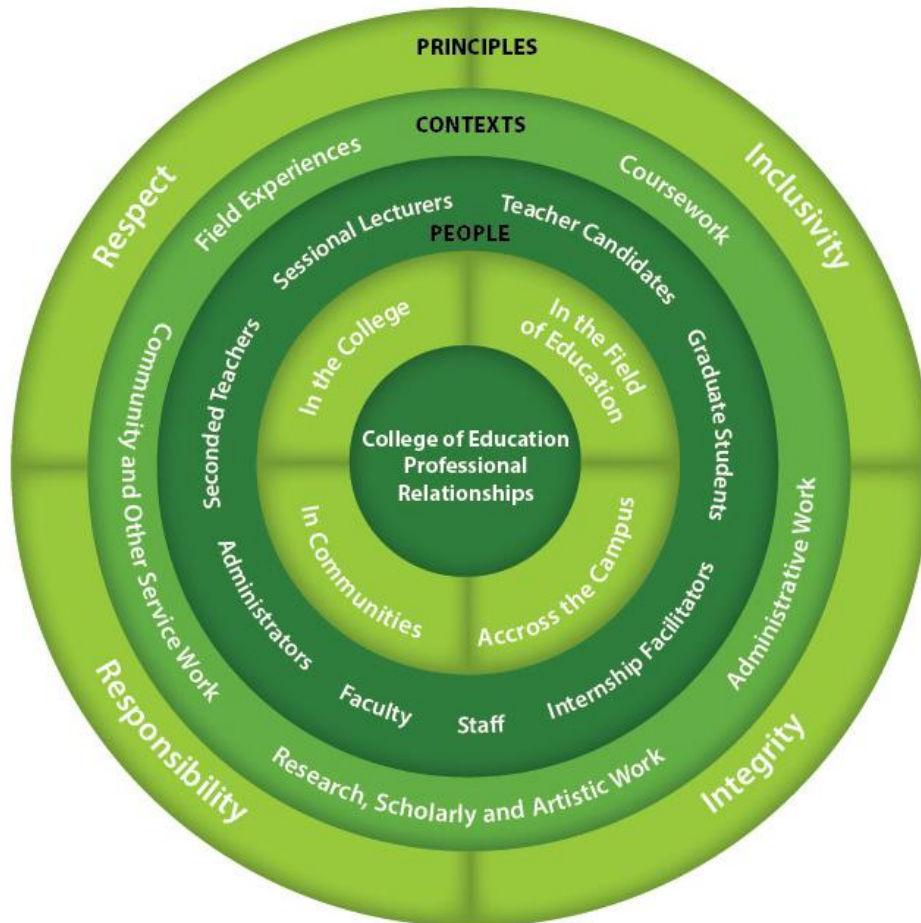
As members of the College of Education community, we demonstrate professionalism in how we:

- Develop knowledge and skills to the best of our abilities.
- Recognize and work toward the betterment of our communities through our professional work.
- Cooperate and collaborate with professional colleagues.
- Fully participate and engage in continued education and professional development.
- Exercise positive judgment and decision-making regarding our professional roles.
- Strive for high standards of professional practice and ethical conduct, guided by the College’s core principles of respect, inclusivity, integrity, and responsibility.

11.1.2 **Guiding Principles of Professional Accountability:**

- Sustained positive engagement.
- Dedication and follow-through in all responsibilities.
- Awareness of the impact of personal actions within a community of learners.

- Clear, direct, and continuous communication among all parties is essential to meet professional standards. For more information on professional codes for teachers, please refer to the [Saskatchewan Teachers' Federation \(STF\)](#).



11.2. Saskatchewan Teachers' Federation (STF)

As “teachers in training,” all students enrolled in a teacher education program in Saskatchewan are automatically associate members of the Saskatchewan Teachers' Federation. **STF membership** provides access to many programs, services and resources that can aid in successfully completing coursework, internships and the launch of a career in the teaching profession.

The Codes and Standards can be found on the STF website: <https://www.stf.sk.ca/teaching-saskatchewan/teacher-professionalism/codes-standards/>

11.3. TCC – Teacher 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.	2.1. demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples.	3.1. demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes.	4.1 demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlines by the Saskatchewan Ministry of Education
1.2. demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners.	2.2. demonstrates knowledge of First Nations, Métis & Inuit culture and history, (e.g., treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships.	3.2. demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation.	4.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspective into all teaching areas
1.3. demonstrates a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners.	2.3. demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge).	3.3. demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings.	4.3 demonstrates the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive, and meaningful ways
1.4. demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.	2.4. demonstrates an understanding of the organizational and legal contexts of schooling. 2.5. demonstrates proficiency in the language of instruction. 2.6. demonstrates ability to use technologies readily, strategically, and appropriately. 2.7. demonstrates ability to strive for/pursue new knowledge.		

11.4. The Role of Participants During Field Experiences

11.4.1 Teacher Candidates

- Meet all timeline requirements and communicate professionally throughout all field experiences and the preparation required for each.
- Formally register for the Field Experiences courses in PAWS and complete the placement survey.

- Complete and submit a Criminal Record Check and Vulnerable Sector Check before beginning the placement.
- Attend mandatory orientations and in-services scheduled by the College of Education.
- Develop professional teaching competencies by working with collaborating teacher(s) to facilitate student learning.
- Maintain an up-to-date calendar and ensure it is available to the collaborating teacher and college facilitator.
- Accept and adhere to the general policies established in the school, including standards of behavior, dress, and hygiene.
- Ensure lanyards with student identification cards are worn and visible before entering the assigned school placement.
- Follow School Division and College of Education policies regarding absenteeism.
- Engage in professional conduct according to the Saskatchewan Teachers' Federation Code of Ethics.
- Embrace opportunities to learn from field study experiences (e.g., holistic observation, small group facilitation).
- Support teachers by planning/co-planning and implementing lessons or team-teaching with the collaborating teacher.
- Participate in classrooms at different grade levels and across subject areas.
- Engage in all aspects of school life, including extra-curricular activities and professional development where appropriate.
- Schedule regular conferences with collaborating teachers and communicate immediately when issues/concerns arise.
- Inform both the collaborating teacher and Field Experiences facilitator of absences as soon as possible, no later than 7:30 a.m. on the day of the absence via email (texting only in emergencies).
- Be present in the classroom no later than half an hour before the start of the school day and stay at least half an hour after the end of the school day.
- Submit lesson plans to the collaborating teacher in the event of absence.
- Plan no vacation days during the extended practicum. Field experience begins on the date indicated in PAWS and may vary among schools.

11.4.2 Directors and Superintendents

- Collaborate with the Field Experiences Director and Coordinator to arrange placements and communicate with school personnel.
- Facilitate the attendance of collaborating teachers at Extended Practicum in-service.
- Participate in ongoing consultations with the Field Experiences team regarding the effectiveness of the field experience.
- Communicate the value and importance of this reciprocal learning experience for the profession.
- Communicate the protocol for booking substitute teachers and how they are funded to school-based administration.

11.4.3 Administrators

- Welcome teacher candidates to the school and encourage effective teachers to accept them into their classrooms.
- Discuss the progress of teacher candidates with collaborating teachers and report any difficulties to the Field Experiences Facilitator.
- Ensure teacher candidates are not assigned duties as certified or substitute teachers, coaches (except as assistants), sole supervisors of playgrounds, halls, dances, or sports events, or as persons responsible for student transportation.

11.4.4 Collaborating Teachers

- Facilitate opportunities for teacher candidates to plan and implement various instructional approaches, including problem-based and student-centered learning.
- Provide an orientation to the school and help create a positive atmosphere for teacher candidates.
- Ensure teacher candidates receive all necessary documentation related to school and divisional policies.
- Assign teaching tasks and non-teaching responsibilities to provide broad-based experiences.
- Provide formal written feedback as evidence of progress toward program goals and outcomes.
- Introduce teacher candidates to effective implementation of recording student-based assessments.
- Communicate concerns to the teacher candidate first; if unresolved, escalate to the assigned Field Experiences facilitator and/or Lead Facilitator.
- Ensure teacher candidates are not assigned duties as certified or substitute teachers, coaches (except as assistants), sole supervisors of playgrounds, halls, dances, or sports events, or as persons responsible for student transportation.

11.4.5 Facilitators

- Represent the College of Education on matters related to Field Experience.
- Conduct orientations/in-services as outlined by the Field Experiences Team.
- Review all growth profiles for accuracy and fairness.
- Identify outstanding teacher candidates for the Bates Awards of Teaching Excellence.
- Discuss the progress of teacher candidates with collaborating teachers, the teacher candidates themselves, and administrators.
- Address difficulties experienced by teacher candidates with the Field Experiences Team to facilitate appropriate actions.
- Visit collaborating teachers and teacher candidates in field experience settings to support and enhance their working relationship.
- Provide feedback on all deliverables during classroom visits.

11.4.6 Field Experiences Team

- Liaise between all involved parties to ensure successful field experience placements.
- Coordinate, match, and manage all placements.
- Encourage schools and school divisions to recruit capable teachers as collaborating teachers.

- Oversee schedules and travel for facilitators.
- Develop and organize all field experience learning opportunities and mentorship in collaboration with field partners.
- Address in-school teacher candidate matters such as teaching difficulties, personality conflicts, and absenteeism.
- Make final decisions regarding any issues that arise in school situations.

11.4.7 Associate Dean

- Oversee changes in program and policies of all field experiences.
- Support teacher candidates and the Field Experiences Team in situations where conflict arises.

11.5. Duty to Report Child Abuse

- Immediately report all incidents of suspected, observed, or disclosed abuse.
- Do not wait until you have all information before reporting.
- Maintain an ongoing duty to report abuse, even if a report has already been made.
- Contact the police if the child or other children must be protected from further abuse.
- Do not contact the alleged perpetrator.

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

11.6. Instructions on Submitting Assessment Forms

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

- The teacher candidate and collaborating teacher should complete this assessment form collaboratively and digitally.
- Convert the completed document to PDF format and name it as follows:
LASTNAME_FirstName_StudentNumber_CourseCode_MMMYYYY
 - (e.g., DOE_Jane_12345678_EDST213_APR2022).
- The teacher candidate should upload the PDF to CANVAS.

IV. Course Syllabi

1 EDST 213.0: Student Teaching in Rural and First Nation Schools

Course Description:

This introductory field experience provides Teacher Candidates (TCs) with early exposure to classroom environments and the teaching profession. Through observation, reflection, and participation, TCs will begin developing foundational understandings of teaching, learning, and professional identity.

Learning Outcomes:

Upon completion, students will:

- Gain insight into classroom culture, student diversity, and instructional approaches.
- Begin to understand the role of the teacher in various educational contexts.
- Develop early professional skills through observation and guided participation.
- Reflect on teaching as a relational, responsive, and evolving practice.

Deliverables & Requirements:

- Attend **BOTH** the EDST 213 **Information Session** and **Orientation**.
- Participate** in classroom activities and support the Collaborating Teacher.
- Attend **10 full days in the classroom**; missed days must be communicated and approved through Field Team and must adhere to policy.
- Complete and submit [EDST 213 Growth Profile](#).

2 EDST 215.6: Internationally Educated Teachers Field Experience

Course Description

This six-week field experience, part of the Internationally Educated Teachers' Certificate program, offers internationally trained teachers guided observation, peer reflection, and teaching practice in Saskatchewan classrooms. It focuses on school organization, professionalism, curriculum and assessment, Indigenous education, and special education.

Course Learning Outcomes (6-Credit Unit)

By the end of this course, students will:

- Understand Teacher Certification Competencies (TCC) and their application.
- Learn about the structure and administration of Saskatchewan schools.
- Reflect on teachers' professional and legal responsibilities.
- Explore teaching and learning paradigms in Saskatchewan classrooms.
- Use Saskatchewan curriculum documents to support instruction.
- Plan, teach, and assess lessons.
- Understand the impact of colonialism on Indigenous education.
- Learn about special education planning and services.
- Reflect on personal strengths and professional growth.

- Develop a plan for ongoing professional development.
- Build collaborative relationships within the school community.

Field Experience Activities

Students will:

- Engage in reflective conversations with peer facilitator teachers.
- Observe student diversity and classroom dynamics.
- Assist in classroom activities and teach lessons.
- Explore school culture beyond the classroom.
- Observe unfamiliar teaching areas or support programs.
- Co-plan and teach at least four lessons aligned with TCC.
- Use TCC for professional reflection and feedback.
- Deepen their understanding of teaching realities and professional identity.

Deliverables and Requirements:

- Attend the EDST 215 **Orientation**.
- Review your [Timeline of Expectations](#)
- Self-Guided Inquiry of the Teacher Certification Competencies
- Model Lesson Observation
- Four Lessons in simple lesson plan structure with collaborating teacher Reflections
- Four Essential Conversations
- **Participate** in classroom activities and support the Collaborating Teacher.
- Attend **6 full weeks in the classroom**; missed days must be communicated and approved through Field Team and must adhere to policy.
- Complete and submit [EDST 215 Growth Profile](#) with TCC goals and reflections.

3 EDST 321.3: Field Experience Learning in Contexts

Course Description & Outcomes:

In this course, Teacher Candidates will:

- Attend their classroom placement for 14 days (twice weekly in Winter Term or 3 weeks in Spring Term)
- Develop foundational teaching competencies through guided classroom experiences
- Plan, deliver, and assess original lessons aligned with Saskatchewan curriculum
- Build professional relationships with students, teachers, and school staff
- Adapt instruction to meet diverse student needs
- Integrate technology into teaching and learning
- Engage in critical reflection and responsive planning
- Collaborate with school communities in meaningful ways
- Demonstrate professional responsibility and ethical conduct as outlined by the STF and SPTRB

Deliverables & Requirements:

- Attend **Pre-practicum learning days and orientation(s)** with Field Team & Facilitators.
- Meet with CT to complete the [EDST 321 Teaching Plan](#)
- Conduct [Holistic Observation](#) (with CT discussion) and submit with reflections.
- Fill in [EDST 321 Timeline of Expectations](#).
- Teach **three (3) original lesson plans** with a focus on this process:

- Share each **Lesson Plan / Plan De Lecon** with CT **two (2) days in advance** of teaching for feedback and revisions.
- The formal **Observation and Feedback Form / La fiche d'observation et de rétroaction** should be used for the 3 lessons.
- Then, submit with CT feedback and your reflection.
- Attend **15 full days in the classroom**; missed days must be communicated and approved through facilitator and must adhere to policy.
- Participate in 2 seminar days with the Field Team and Facilitator
- Complete and submit **EDST 321 Growth Profile** with TCC goals and reflections.
- Participate in an **Essential Conversation** with Facilitator, Field Team, and peers.

****Lesson plans need to be original for this course; lesson plans from other classes must be fully adapted to include data from the holistic observation to count for this course's three (3) lessons. The lessons also must be planned in collaboration with your collaborating teacher. DO NOT SHOW UP WITH PRE-PREPARED LESSONS. ****

Facilitator Role in EDST 321:

- Plan and deliver the **EDST 321 Orientation** introducing course expectations, professionalism, and key dates.
- Follow the **EDST 321 facilitator timeline of expectations**
- Provide **written feedback** on each TC's **Holistic Observation and Teaching Plan** through CANVAS.
- Review and provide **constructive feedback** on all **original lesson plans** submitted through CANVAS.
- Complete **one school visit per TC** to meet with the TC and Collaborating Teacher (CT), clarify expectations, and offer support.
- Facilitate a **small-group Essential Conversation** midway through the practicum to support reflection and professional growth.
- Monitor and review each TC's **EDST 321 Growth Profile**, ensuring goals, reflections, and CT feedback are complete and meaningful.
- Regularly **communicate with teacher candidates, collaborating teachers**, and administrators.
- Respond promptly to questions or concerns from TCs or CTs.
- Facilitate a **Student Team Meeting**, if necessary, to collaboratively address practicum concerns.
- Document and follow up on concerns in alignment with:
 - **Section 5.2:** Supporting TCs in Difficulty
 - **Section 5.3:** Monitoring and Supporting Growth

Collaborating Teacher (CT) Role in EDST 321:

- Review and co-complete the **EDST 321 Teaching Plan** with the Teacher Candidate (TC).
- Discuss the **Holistic Observation with** the TC and provide formative feedback.
- Review lesson plans **at least two days in advance** of teaching; provide suggestions and ensure curricular alignment.
- Observe and complete the **Observation and Feedback Form** for at least **three lessons** (in collaboration with facilitator when possible).
- Meet regularly with the TC to guide reflection, classroom management, and responsive planning.
- Support TCs in developing professional relationships with students and staff.
- Communicate promptly with the facilitator regarding concerns or absences

For SUNTEP teacher candidates:

Deliverables & Requirements:

- Attend an **orientation** with Field Team.
- Meet with CT to complete the **EDST 321 Teaching Plan**
- Conduct **Holistic Observation** (with CT discussion) and submit with reflections.
- Fill in **SUNTEP EDST 321 Timeline of Expectations**.
- Teach **three (3) original lesson plans** with a focus on this process:
 - Share each **Lesson Plan / Plan De Lecon** with CT **two (2) days in advance** of teaching for feedback and revisions.

- The formal **Observation and Feedback Form / La fiche d'observation et de rétroaction** should be used for the 3 lessons.
- Then, submit with CT feedback and your reflection.
- Attend **15 full days in the classroom**; missed days must be communicated and approved through facilitator and must adhere to policy.
- Complete and submit **EDST 321 SUNTEP Growth Profile** with TCC goals and reflections.

****Lesson plans need to be original for this course; lesson plans from other classes must be fully adapted to include data from the holistic observation to count for this course's three (3) lessons. The lessons also must be planned in collaboration with your collaborating teacher. DO NOT SHOW UP WITH PRE-PREPARED LESSONS. ****

Facilitator Role in SUNTEP EDST 321:

- Plan and deliver the **EDST 321 Orientation** introducing course expectations, professionalism, and key dates.
- Follow the **SUNTEP EDST 321 Facilitator timeline of expectations**.
- Provide **written feedback** on each TC's **Holistic Observation and Teaching Plan** through CANVAS.
- Review and provide **constructive feedback** on all **original lesson plans** submitted through CANVAS.
- Complete **one school visit per TC** to meet with the TC and Collaborating Teacher (CT), clarify expectations, and offer support.
- Monitor and review each TC's **EDST 321 Growth Profile**, ensuring goals, reflections, and CT feedback are complete and meaningful.
- Regularly **communicate with teacher candidates, collaborating teachers**, and administrators.
- Respond promptly to questions or concerns from TCs or CTs.
- Facilitate a **Student Team Meeting**, if necessary, to collaboratively address practicum concerns.
- Document and follow up on concerns in alignment with:
 - **Section 5.2:** Supporting TCs in Difficulty
 - **Section 5.3:** Monitoring and Supporting Growth

Collaborating Teacher (CT) Role in SUNTEP EDST 321:

- Review and co-complete the **EDST 321 Teaching Plan** with the Teacher Candidate (TC).
- Discuss the **Holistic Observation** with the TC and provide formative feedback.
- Review lesson plans **at least two days in advance** of teaching; provide suggestions and ensure curricular alignment.
- Observe and complete the **Observation and Feedback Form** for at least **three lessons** (in collaboration with facilitator when possible).
- Meet regularly with the TC to guide reflection, classroom management, and responsive planning.
- Support TCs in developing professional relationships with students and staff.
- Communicate promptly with the facilitator regarding concerns or absences.

4 EDST 322.3: Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing

Course Description & Outcomes:

In this course, Teacher Candidates will:

- Participate in a 3-week (15 day) school-based placement focused on relational, responsive teaching
- Plan, teach, and reflect on an original mini unit of 3+ lessons
- Collaborate with their Collaborating Teacher (CT) to adapt instruction to student needs
- Complete a Holistic Observation and apply insights into planning
- Engage in daily pre- and post-conferences with their CT
- Integrate diverse ways of knowing, socio-culturally responsive pedagogy, and FNMI content into their lessons
- Demonstrate growth in lesson design, classroom presence, and assessment practices
- Build professional relationships with students, staff, and families
- Reflect on their evolving professional identity using the EDST 322 Growth Profile

Deliverables & Requirements:

- Attend the **EDST 322 Orientation**.
- Meet with CT to complete the **EDST 322 Teaching Plan**.
- Conduct **Holistic Observation** (with CT discussion) and share with Facilitator during school visit.
- Fill in **EDST 322 Timeline of Expectations**.
- Teach an **original mini unit with 3+ lesson plans** with a focus on this process:
 - Mini Unit template and Lesson Plan template / French version**
 - Share the **entire unit** plan with CT 2 days in advance of teaching **first lesson** for feedback and revisions.
 - The formal **Observation and Feedback Form / La fiche d'observation et de rétroaction** should be used for 3 lessons from the mini unit. The format for feedback for the other lessons can be determined in collaboration between CT and TC.
 - 1 lesson observed by facilitator and CT together**, including pre- and post-conference and formative feedback on the unit plan before submission.
 - Submit to CANVAS with plan, CT feedback, and your reflection.
- Take the lead on quality student learning experiences at least once per day** by teaching as much as possible, engaging in daily pre/post-conferences with your CT, and consistently offering to support and participate in all aspects of classroom life.
- Attend **15 full days in the classroom**, statutory holidays falling within this practicum time frame will be counted as an attendance day. Missed days must be communicated and approved through your facilitator and must adhere to policy.
- Submit **EDST 322 Growth Profile** with TCC goals and reflections

Lesson plans and mini unit must be designed with your current class of students in mind. You will integrate knowledge you have gleaned during your Holistic Observation and during conversations with your collaborating teacher, to create effective lessons which meet the needs of your current students.

Facilitator Role in EDST 322:

- Plan and deliver the **EDST 322 Orientation** for assigned Teacher Candidates (TCs), outlining practicum expectations, the Growth Profile, professionalism, and unit planning.
- Follow the **EDST 322 facilitator timeline of expectations**.
- Support TCs and CTs in understanding the **mini-unit process**, including expectations for lesson planning, formative feedback, and collaboration.
- Conduct **one in-person school visit** per TC to:
 - Observe a lesson from the TC's mini-unit
 - Hold a **pre-conference** to review the unit plan and clarify lesson objectives
 - Facilitate a **post-conference** to guide reflection and connect the experience to TCC goals
- Review the TC's **Growth Profile** and confirm that goals, CT feedback, and reflections are in progress
- Offer **ongoing support** to TCs and CTs throughout the practicum
- Send **regular updates** to TCs via CANVAS, and to CTs and administrators via email
- Respond promptly to questions or concerns from TCs or CTs
- Facilitate a **Student Team Meeting**, if required
- Document and follow up issues in alignment with:
 - Section 5.2:** Supporting TCs in Difficulty
 - Section 5.3:** Monitoring and Supporting Growth

Collaborating Teacher (CT) Role in EDST 322:

- Support the TC in completing the **Holistic Observation** and discuss how to apply insights to planning.
- Review and provide formative feedback on the TC's **mini-unit plan** (3+ lessons) **two days before** teaching begins.
- Observe and complete the **Observation and Feedback Form** for at least **three lessons** in the mini-unit (one jointly with facilitator).
- Engage in **daily pre- and post-conferences** to discuss goals, strategies, and reflections.
- Provide feedback on additional lessons in an agreed-upon format.
- Guide the TC in integrating FNMI content, responsive pedagogy, and differentiated instruction.
- Communicate ongoing progress and any issues to the facilitator as needed.

5 EXPR 422.15: Field Experience Professional Extended Practicum and EXPR 425.12: Alternative Field Experiences Practicum II Saskatchewan Schools

Course Description:

This final field experience provides Teacher Candidates (TCs) with the opportunity to experience the full scope of professional teaching responsibilities over a continuous 17-week placement (11-week placement for EXPR 425.12). Through gradual release of responsibility, relationship-building, responsive teaching, and critical reflection, TCs engage in daily classroom life, planning, and assessment. This practicum emphasizes the process of becoming a teacher, with the understanding that learning emerges through sustained effort, reciprocity, and relational responsibility.

Learning Outcomes:

Upon completion of the course, students will:

- Demonstrate the professional competencies expected of beginning teachers through full-time teaching responsibilities.
- Develop and implement long-range plans, unit plans, and daily lessons aligned with curriculum outcomes and student needs.
- Engage meaningfully with students, families, colleagues, and school communities.
- Apply reflective practice through continuous feedback, observation, and dialogue with the Collaborating Teacher (CT) and Facilitator.
- Integrate First Nations, Metis, and Inuit content, perspectives, and ways of knowing into planning, assessment, and classroom practice.

Deliverables & Requirements:

Practicum Timeline & Attendance

- Attend the EXPR 422.15 and EXPR 425.12 Orientation** (held the week before teachers return to school).
- Complete 17 consecutive weeks** – approximately 16 weeks in schools. (11 consecutive weeks for EXPR 425.12, approximately 10 weeks in schools.)
- Follow the school division calendar**, including all school-based events, staff meetings, and professional development days. TC follows the CT's schedule and prep time is permitted, if applicable. Attend to before and after school and recess supervision alongside the CT. Noon hour supervision is not required of TC's and is optional for CT's.
- Report all absences** to your CT and facilitator. Missed days must be communicated and approved through facilitator and must adhere to policy.
- Attendance during the **final week before winter break** is only required if time needs to be made up.

Teaching Responsibilities

- Begin teaching **1 class or subject per day in Week 4**, gradually increasing the teaching load each week.
- Complete a minimum of 5 consecutive weeks (25 days) of full-time teaching.** If days are missed or interrupted, they must be added to meet this requirement.
- After full-time teaching, **gradually release responsibilities** until the end of the 17-week practicum.
- Elementary TCs** must teach a **range of subject areas** to meet certification requirements.
- Secondary TCs** should teach in both their **major and minor** subject areas. If CT teaches only one area, arrangements should be made for TC to teach in the second area (e.g., a unit with another teacher).

- Actively participate in all aspects of classroom life, including **student assessment, report cards, parent-teacher conferences**, and other required school events (e.g., Meet the Teacher Night).
- If the CT has a non-teaching period (e.g., administration or counseling), arrange with the school to teach a suitable class during that time as part of your teaching responsibilities.

Planning & Observation

- Complete a **Holistic Observation** of the classroom by the end of Week 4.
 - Discuss the findings with your CT and refer to this observation in all future planning.
 - Prepare to discuss your holistic observation during your facilitator visit
 - Review and refine your holistic observation throughout your practicum.
- In Week 3 or 4, prepare a **Substitute Lesson Plan** for your CT to teach.
 - Use the Observation and Feedback Form to observe the lesson.
 - Write a reflection that includes feedback from the CT during the post-conference.
 - Prepare to discuss your Substitute **Lesson Plan** during your facilitator visit
- Prepare and teach **7–12+-unit plans** over the practicum (original or adapted collaboratively with your CT).
 - Each lesson must be part of a unit and align with Saskatchewan curriculum outcomes and indicators.
 - Units must include First Nation, Metis, Inuit content, Treaty Education outcomes, and reflect awareness of place and community and a commitment to Truth and Reconciliation.
 - The first unit will be reviewed by the facilitator during their first visit.
 - Unit plans must be complete and approved by the CT prior to beginning teaching from the unit.
- Maintain a professional **planning/teaching binder/collection** (to review at all facilitator visits) that includes:
 - Filled in **EXPR 422 Timeline of Expectations** / **EXPR 425 Timeline of Expectations**
 - All unit and lesson plans
 - Assessment tools and documentation
 - Copies of Observation and Feedback Forms
 - Notes/reflections/journal
 - Supporting teaching materials and student samples (if applicable)

Observation & Feedback

- Participate in a minimum of **2 formal lesson observations** by your facilitator.
- Expect **at least 1 additional school visit** from your facilitator.
- Ensure your CT completes the **Observation and Feedback Form / La fiche d'observation et de rétroaction** as often as possible—**ideally at minimum once per week**.
- Be present and prepared during facilitator visits, with your **binder and all supporting documentation available for review and discussion**.

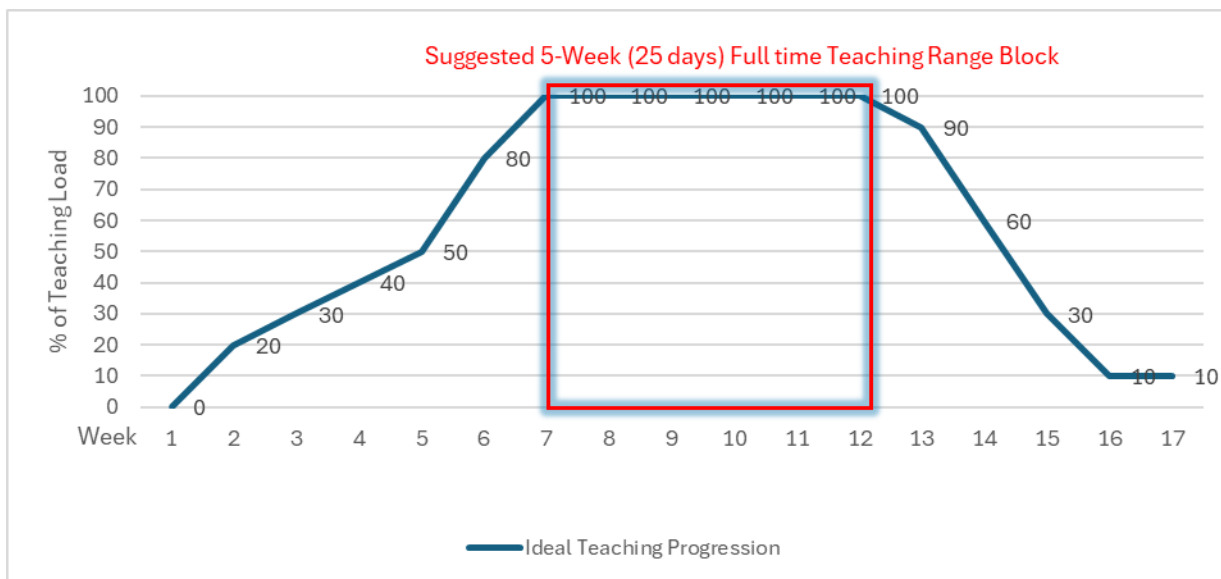
Reflection & Professional Learning

- Submit the **EXPR 422.15 and EXPR 425.12 Growth Profile** through Canvas in:
 - **Week 8** – with updated TCC goals and reflections (Week 5 for EXPR 425.12)
 - **Week 16** – with final reflections and all required **signatures** (CT, TC, Administrator and facilitator) (Week 11 for EXPR 425.12)
- Attend **two half-day seminars** with your facilitator.
- Participate in the **Reflective Sharing Conversation** during **Seminar 2**.

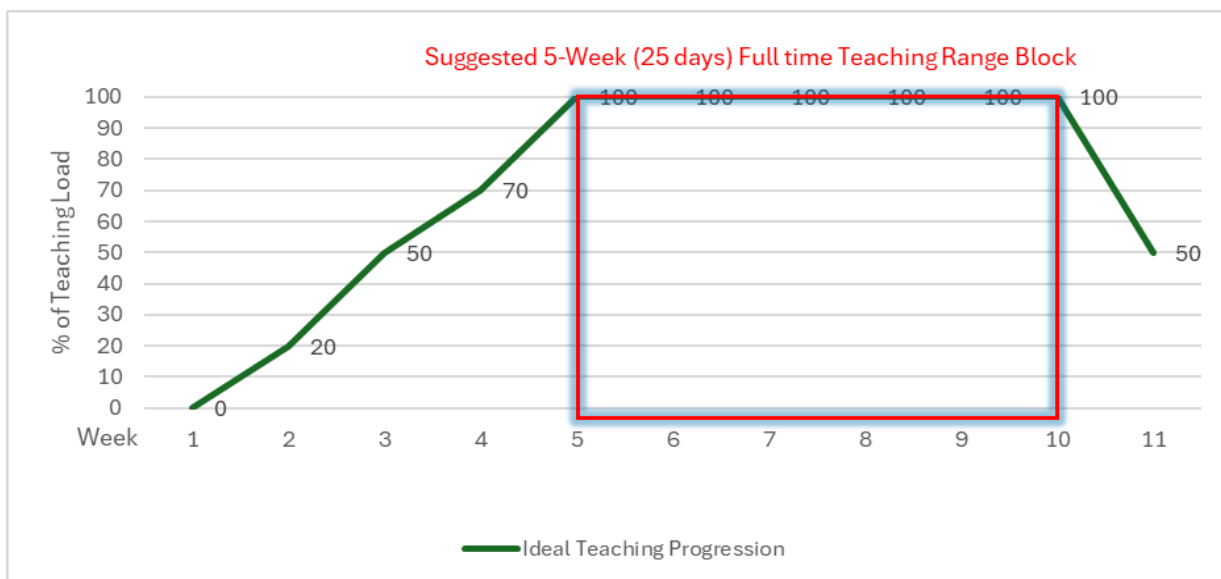
Professionalism & Conduct

- **Never be left alone with students** unless a **supervision plan** is approved by your CT, school administration, and facilitator.
- Any **gradual release of supervision** must be intentional, documented, and approved by the full team.
- Do **not drive students** or act as the **sole supervisor** for extracurricular activities.

- Participation in **extracurriculars is encouraged** when you are properly supervised, and teaching responsibilities are prioritized.



EXPR 422 Ideal Teaching Progression



EXPR 425 Ideal Teaching Progression

Facilitator Role in EXPR 422.15 / EXPR 425.12:

- Plan and deliver the EXPR 422 / 425 Orientation for assigned Teacher Candidates (TCs), outlining practicum expectations, Growth Profile requirements, professionalism, full-time teaching responsibilities, and planning documentation.
- Follow the [EXPR 422 facilitator timeline of expectations](#) / [EXPR 425 facilitator timeline of expectations](#)
- Support TCs and CTs in understanding the expectations for long-range, unit, and daily planning; holistic observation; substitute lesson; and the gradual release process.
- Conduct at least two formal observations per TC to:
 - Observe a lesson and complete the [Observation and Feedback Form](#). Hold a pre-conference and

- post-conference to support reflective practice and link to TCC goals
 - Review and provide feedback on unit plans and the TC's planning binder
 - Monitor progress on the Growth Profile and confirm professional conduct and relational engagement
- Make at least one additional check-in visit or support meeting as needed (in-person or virtual)
- Facilitate two half-day seminars, including the Reflective Sharing Conversation in Seminar 2
- Communicate regularly with CTs and TCs throughout the practicum via email, Canvas, or school visits
- Offer responsive support to TCs and CTs, including clarification of expectations, problem-solving, and relational guidance
- Facilitate a Student Team Meeting if required, in accordance with policy
- Document and follow up on any issues or concerns in alignment with:
 - Section 5.2:** Supporting TCs in Difficulty
 - Section 5.3:** Monitoring and Supporting Growth
- Ensure final Growth Profile is complete, signed by all required parties, and submitted to Canvas

Collaborating Teacher (CT) Role in EXPR 422.15 / EXPR 425.12:

- Provide an **orientation to the classroom, students, and school routines**.
- Guide the TC in completing a *Holistic Observation* by Week 4 and debrief findings.
- Collaboratively plan and review **long-range, unit, and daily lesson plans** throughout the practicum.
- Observe and provide written feedback using the *Observation and Feedback Form* **weekly** (minimum once per week).
- Conduct **pre- and post-conferences** for each formal observation.
- Support the TC in gradually assuming teaching responsibilities and achieving at least **five consecutive weeks of full-time teaching**.
- Provide formative and summative input for the *Growth Profile* and sign off on final completion.
- Communicate promptly with the facilitator about concerns, absences, or needed support.
- Participate in facilitator visits and final reflective conversation when possible.

6 EXPR 423.3: Alternative Field Experiences Practicum: Adult Learning and Community-Based Educational Settings and EXPR 424.3: Alternative Field Experiences Practicum: International Settings

Course Description:

This six-week field experience is open to Teacher Candidates (TCs) in any route of the Bachelor of Education program. It provides opportunities for directed observation, peer reflection, and structured teaching within adult learning or community-based educational settings. Learning experiences focus on the **organization of educational services and professionalism, teaching and learning, Indigenous and inter-cultural education, and working with students or clients with exceptionalities**.

Rationale:

EXPR 423 and 424 offer a formal, time-limited practicum that immerses TCs in diverse learning environments outside of traditional K–12 classrooms in Saskatchewan. These placements are intended to expand understanding of educational systems and student needs, while providing opportunities to develop **professional relationships, networks of support, and teaching capacity** in alternative contexts.

Learning Outcomes:

Upon completion of this course, Teacher Candidates will:

- Explore the structure and administration of adult/community or International educational settings
- Reflect on professional and legal responsibilities in alternative educational environments

- Understand instructional paradigms and planning practices outside Saskatchewan K–12 classrooms
- Engage in preparation, delivery, and assessment of teaching activities
- Develop inclusive teaching practices informed by **Indigenous and inter-cultural perspectives**
- Experience how educational supports are planned for learners with exceptionalities
- Build respectful and collaborative relationships with mentors and learners
- Reflect on personal strengths and areas for growth as an educator
- Develop strategies to extend professional capacity and practice

Deliverables & Requirements:

- **Attend EXPR 423/424 Information Sessions and the EXPR 422 Orientation**
 - Participate in **6 consecutive weeks** of practicum in an approved adult learning, community-based, or International educational setting
 - Follow all **time commitments and attendance expectations** of the placement site
 - Attend **required in-services or events** designated by the mentor organization
 - Complete **2 focused observations** during the first week
 - Observe one or two educators teaching groups or individuals
 - Document specific “evidence” of professional competencies
- Create at least **one question for each TCC category**, then schedule a conversation with the educator(s) to explore responses
 - Reflect on the experience to inform your evolving teaching identity
 - Engage in the day-to-day life of the learning site through:
 - One-on-one or small group tutoring
 - Co-facilitating lessons or programs
 - Attending team meetings, cultural events, and community programs
 - Participating in educational or organizational planning activities
- **Co-plan and teach a minimum of 2 lessons**
 - Additional teaching time is encouraged (target: **half-time for at least one week**)
 - Planning formats should align with **mentor site expectations** (e.g., day planner or verbal outline)
 - Meet with mentor prior to each teaching opportunity to discuss goals
 - Following each lesson, engage in a **reflective conversation** with your mentor to discuss:
 - What worked well and what didn’t? Why?
 - How did students/clients respond?
 - What competencies were visible in your practice?
 - What questions or new insights emerged from this experience?
- **Maintain a professional reflection journal** or notebook
 - Build respectful, collaborative relationships with all members of the site
 - Demonstrate increasing awareness of **student/client diversity**, including culture, language, and learning needs
 - Seek out opportunities to observe or support programming **outside your area of specialization**
- **Participate in a Growth Profile and debrief**, which includes:
 - Final mentor feedback
 - Personal reflection on learning
 - Identification of transferable skills and strategies for future practice
 - Reflections on relevance to **K–12 teaching contexts in Saskatchewan**

Focus Areas (Course Pillars)

Pillar 1: Organization of Educational Settings & Professionalism

- Orientation to structure, leadership, and roles within the organization
- Professional norms, ethics, and codes of conduct

- Organizational culture, discipline, family/community engagement
- Administrative policies and supervision structures
- Participation in planning and organizational events

Pillar 2: Curriculum, Instruction, and Assessment

- Instructional philosophy and program goals
- Curriculum documents and teaching resources
- Teaching with technology and differentiated approaches
- Assessment and reporting in non-traditional contexts
- Services for learners with exceptionalities
- Conversations with learning specialists, consultants, or resource teams

Pillar 3: Indigenous and Inter-Cultural Education

- Engagement with Treaty Education, Indigenous programming, and cultural knowledge keepers
- Strategies to integrate inter-cultural perspectives into instruction
- Participation in cultural activities within the site or surrounding community
- Discussions with educators leading Indigenous or inter-cultural programming

Final Notes

- This practicum is intended to **broaden professional horizons** and offer new insights into teaching and learning outside of traditional school settings.
- TCs are encouraged to document their experience using written reflections, digital portfolios, or other approved formats.