



UNIVERSITY OF SASKATCHEWAN

College of Education

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# **Field Experiences Learning**

## **Policy Statement**

**College of Education  
University of Saskatchewan**

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# 1. Introduction

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 Ministry of Education 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), and the Saskatchewan School Trustees Association (SSTA), 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 a mandatory requirement of all school divisions preceding all field experiences.** All checks are only valid for varying lengths of time, based on school division policy (e.g., 3 to 6 months).

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.

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 responsibilities are not considered as criteria for requests.

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 calibration and possibly 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
- 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. Evaluation of Field Experiences**

- 3.1 In all circumstances, the determination of a grade for any teacher candidate must adhere to the principles of procedural due process and be based upon defensible pedagogy. Whenever possible, the evaluation of teacher candidate performance during any field experience must adhere to the regulations pertaining to the evaluation of student performance in university courses.
- 3.2 A teacher candidate receiving a WF or F in a field experience will not be reassigned to the same field experience placement and will be expected to repeat the entire field experience should the teacher candidate wish to continue the program.
- 3.3 Teacher candidates who withdraw from field experience after receiving a placement or commenced it must reapply through the Field Experiences team to be assigned another field experience.
- 3.4 As part of the reapplication process, they must also provide a written explanation of the withdrawal to the Field Experiences team. Teacher candidates may need to meet some conditions as indicated in a written contract before they can repeat the experience.
- 3.5 Should the team refuse a new placement, teacher candidates may apply to the Student Affairs and Academic Standards Committee (SAACS) for consideration.
- 3.6 Should an application to SAACS be tabled based on missing information, the request will remain until the teacher candidate completes the necessary steps.
- 3.7 Teacher candidates shall receive a grade of either a Pass (P), Fail (F), In Progress (IP), Withdrawal (W), or Withdraw Fail (WF) for a field experience depending upon the performance of teaching competencies and professional behavior.
- 3.8 A teacher candidate may be required to withdraw from a field experience for behaviour deemed unprofessional or irresponsible. The grade assigned will be F. All students are part of the STF and should conduct themselves in alignment with the STF Code of Ethics.
- 3.9 All grades are approved by the Associate Dean of Undergraduate Programs.

### **4. Pre-Extended Practicum Field Experiences**

Pre-Extended Practicum field experiences provide important opportunities for ‘praxis’. In other words, the pre-Extended Practicum field experiences link theoretical ideas explored in courses with life and practices in schools. During pre-Extended Practicum field experiences, collaborating schools are teacher candidates’ “professional homes” where teacher candidates learn about teaching and learning through collaboration with teachers for the purpose of enhancing student learning.

During pre-Extended Practicum field experiences, teacher candidates deepen professional understandings and cultivate their knowledge by actively participating in the classroom, community’s and school's life through many activities. They deepen their ability to engage with students, colleagues, parents and administrators. They increase awareness of broader

perspectives on education, the community and the school in society. They further develop their professional identities, gain insight into the realities of classroom teaching, and evaluate their career choice. They take opportunities for reflection and inquiry on practice and learning in communities. Teacher candidates reflect on their teaching capabilities while engaged in teaching.

Pre-Extended Practicum field experiences provide the College and school personnel with an opportunity to assess the aptitude of teacher candidates for teaching and to assess their personal and professional readiness for the field experiences or Extended Practicum.

#### 4.1 Requisites and Prerequisites – Field Experiences Practica

- 4.1.1 To be eligible for field experiences practica in their registered program, teacher candidates must have successfully completed all prerequisite program requirements and /or be registered in all co-requisite program requirements.
- 4.1.2 Teacher candidates must register for field experiences practica as they do for university courses.
- 4.1.3 Teacher candidates must attend the mandatory field experience practicum orientations and in-services.
- 4.1.4 Teacher candidates shall meet the requirements of the course within the scheduled time frame. Written College permission for alternative dates must be granted, prior to commencement of each Field Experience practicum. Circumstances will be evaluated by the Field Experience Coordinators.
- 4.1.5 Teacher candidates will be placed in schools using the provincial curricula and with teachers holding a Saskatchewan Teaching Certificate.

In general, teacher candidates are not afforded a choice of location for field experiences practica. Field experiences generally take place in Saskatoon and the greater Saskatoon area (e.g., Territory of Prairie Spirit School Division) for EDST 321 and EDST 322. EDST 213 and EXPR 422 field experience practica will utilize school divisions across the province of Saskatchewan. Students should plan for and expect a placement outside of Saskatoon and area at least once during their practica. Teacher candidates are required to learn from K-12 opportunities in building their professional repertoire of personal/professional, knowledge, instructional and curricular competencies, as set out by the SPTRB in the TECC competencies.

#### 4.2 Length of Field Experiences, Attendance and Related Regulations

- 4.2.1 A teacher candidate who registers in a field experience practicum, is assigned to a school, and does not report to the school, or is late, without providing defensible reason, will be assigned a grade of W or F.
- 4.2.2 A teacher candidate who is repeatedly absent from field experience practicum opportunities, without providing acceptable reasons for absenteeism, can be required to repeat the full period of the field experience. Acceptable reasons shall include, but not be limited to: illness verified by a medical certificate; religious requirements, confirmed by a religious official; death or serious illness

in the immediate family. This policy is in line with the College of Education's Professional Accountability Statement:

<https://education.usask.ca/about/professionalism.php#ProfessionalAccountability>

- 4.2.3 In cases where the teacher candidate has provided an acceptable reason for their absence, the teacher candidate may be required to make up the equivalent amount of time for the full duration that they were absent. This time would be added immediately to the original end date of the field experience to extend the end date conditional upon this being possible within the same school term and if approved by all parties including the cooperating teacher, in-school principal, and College.
- 4.2.4 Teacher candidates withdrawing from field experience practica are responsible for doing so via PAWS.

#### 4.3 Evaluation of Field Experience Practica

- 4.3.1 A grade of P will be assigned to those teacher candidates who meet all the requirements of teaching performance, attendance, and professionalism specified for field experience practica. A grade of F will be assigned to those teacher candidates who are considered to require further course work or professional or personal development before re-entering the more rigorous expectations of the subsequent field experiences.
- 4.3.2 Teacher candidates who have been assigned a grade of F may be required by the Student Affairs and Academic Standards Committee to take additional remedial courses and/or personal or career counseling to assist them in assessing their capabilities and their career choice before repeating the experience.

## 5. Extended Practicum Field Experiences

The goals of Extended Practicum field experiences are to have teacher candidates become aware of the complexities of teaching and accept the full responsibilities of a teacher, including how they could potentially inhibit or influence the learning with the classroom.

#### 5.1 Prerequisites – Extended Practicum

- 5.1.1. Before being allowed to enter an Extended Practicum, Teacher candidates are required to have a cumulative weighted average of 60%. In addition, teacher candidates must have attained an average of 60% in both their external and Education courses.
- 5.1.2. Teacher candidates must register for the Extended Practicum as they do for other university courses. They are also responsible for competing and submitting the necessary placement forms by the posted deadline. Teacher candidates must attend information/seminar meetings scheduled in term one and term two, and orientation days in late August for term one placements or December for second term placements.

- 5.1.3. The College does not guarantee the placement of teacher candidates who do not attend the information meetings or submit the forms by indicated timelines. All meetings are mandatory, and attendance is non-negotiable.
- 5.1.4. All teacher candidates must be proficient in the assigned language of instruction (English, French, Ukrainian, Cree, etc.) to ensure that adequate standards of aural, verbal, and written communication are met. A teacher candidate who has not demonstrated proficiency in the language of instruction may be assigned to a school using another language of instruction, if appropriate, or required to postpone the Extended Practicum until an adequate mastery of the language can be demonstrated.

## 5.2 Placement Procedures

- 5.2.1 Teacher candidates are expected to meet field experience requirements at the appropriate time in their program and within the dates set for the experience. Field experience courses align with school division calendars and therefore must be taken in the term they are offered.
- 5.2.2 Teacher candidates will not be placed outside the designated placement area for Extended Practicum, unless a University of Saskatchewan facilitator or qualified proxy can be assigned to work with them and the collaborating teacher(s). The College reserves the right to place teacher candidates in a specific school jurisdiction or school for reasons related to program requirements and/or program development or research.
- 5.2.3 Extended Practicum placements are organized to minimize and declare situations where conflicts of interest can occur. Practicum sites are chosen in cooperation with Directors of school divisions and First Nations Communities in a manner which attempts to promote equity, diversity and inclusion frameworks.
- 5.2.4 Teacher candidates are **not** permitted to find their own placement. Teacher candidates might not be placed in schools where relatives are employed, or attending, or in schools where they have worked as an employee.
- 5.2.5 Placements cannot be assigned based on financial consideration.
- 5.2.6 Placement in Saskatoon and the greater Saskatoon area is limited by the number of spaces available, the number of teacher candidates that can be supervised by the resources available, and the degree to which the schools are utilized for other educational experiences.
- 5.2.7 Teacher candidates applying for placement indicate first, second and third preferences out of a list of geographical placement areas. Preferences will be taken into account but **cannot be guaranteed**. Primary in placement decisions is the effort to ensure that the academic preparation of the teacher candidate coincides with the assigned duties of their collaborating teachers.
- 5.2.8 A firm deadline of April 30 is supported for fall Extended Practicum approvals.
- 5.2.9 After the date of August orientation, any suggested changes to Extended Practicum placements by facilitators must be communicated to the Field Coordinators and cc'd to the Field Experience Administrative Support Person. As a college, we are responsible to offer a placement to teacher candidates; shifts to this placement may or may not be possible at short notice.



#### 5.2.10 Extended Practicum Withdrawals

Challenges for teacher candidates during Extended Practicum must be documented, with calibration form utilized for advice/support (temporary record) during the first stages of difficulties. If difficulties continue, then the contract for improvement must be completed, prior to the completion of a withdrawal form; each step (calibration; contract; withdrawal) will be communicated to the Field Coordinators by the facilitators during the process.

*\*\* The Calibration, Contract, and Withdrawal Form is available under "If Difficulties Arise" tab on Website.*

5.2.11 Placement Survey will be sent to the teacher candidate by email, as soon as the Field Team is ready to work on EXPR 422 placements. Keep in mind, the Field Team accommodates approximately 1500 total placements per year.

### 5.3 Placement Accommodations

5.3.1 Access and Equity Services works in collaboration with the College of Education where accommodation for medical or religious reasons must be provided. All teacher candidates requiring these accommodations must register with AES prior to applying for field experiences.

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

5.3.2 Special consideration may be given to teacher candidates who contribute at a high level to University status (ie: Huskie and other professional athletics, professional level performances, etc.)

5.3.3 Special consideration may be given to teacher candidates who have family obligations (ie: parents of young children and compassionate reasons) and may be accommodated.

5.3.4 Requests to travel for any reason other than above will not be accommodated during field experiences.

5.3.5 Neither financial hardship nor lack of transportation is considered for accommodation. Planning ahead for field experiences is required.

### 5.4 Length of Extended Practicum, Attendance and Related Regulations

5.4.1 Teacher Candidates cannot receive credit for the Extended Practicum if payment has been received for teaching duties undertaken during the experience.

5.4.2 Teacher candidates must enroll in the Extended Practicum during the fall term of their registered program.

5.4.3 The Extended Practicum in term one commences on the day of orientation in which the collaborating teacher or, in their absence, teaching staff start date begins for that division. Teacher candidates must report to the school for at least sixteen weeks.

5.4.4 During the Extended Practicum, teacher candidates must adhere to the absenteeism policies of the school division. Permission for anticipated absenteeism must be requested in advance, and all absences are to be reported to the college facilitator. Acceptable reasons shall include illness verified by a

medical certificate; religious requirements, confirmed by a religious official, which prevent the teacher candidate from fulfilling obligations of the Extended Practicum; or death or serious illness in the immediate family. Even in cases of acceptable reasons, the length of the Extended Practicum can be extended to compensate for the absence.

- 5.4.5 Students registered in a teacher education program in Saskatchewan are deemed to be members of the Saskatchewan Teachers' Federation. Although they do not have access to benefits or experience the responsibilities of a regular member of the Federation, the Code of Professional Ethics, the Code of Professional Competence and the Code of Conduct Respecting the Collective Interests of Teachers guide their conduct when they are engaged in field experiences in the school system. [\*SPTRB Code of Conduct\*](#)
- 5.4.6 Should the STF become involved in a labour dispute relating to contract negotiations, teacher candidates should seek to be informed of the issues and follow appropriate protocols as directed by the educational organization in which they are placed.
- 5.4.7 Teacher candidates should conduct themselves in a way that would not undermine the purpose of any legal sanction, and follow the direction from their collaborating teacher and school division that they are placed in. Because the extended practicum is a university course, teacher candidates must still fulfill the requirements of the course (e.g., planning and evaluation). Teacher candidates would be expected to comply with sanctions such as withdrawal of service or strike.
- 5.4.8 All teacher candidates are to eventually assume a similar range of duties as that assigned to the teaching staff of the school including classroom teaching, keeping records, attending staff meetings, recess supervision and parent-teacher interviews, etc. Additional duties that teachers volunteer for, such as extra-curricular activities, may also be considered. Teacher candidates must not undertake paid lunch hour supervision.
- 5.4.9 The teacher candidate is not to be used as a certified teacher, a substitute teacher, a driver, or a coach; except as an assistant under the supervision of a certified teacher. Teacher candidates may also not be used as the primary supervisor of playgrounds, halls, dances, games, etc. Teacher candidates should be expected only to assist with these duties.

## 5.5 Extended Practicum Evaluation

- 5.5.1 Teacher candidates who are placed for Extended Practicum and who withdraw might not be placed for the Extended Practicum for one full calendar year, depending on the circumstances of the withdrawal, completion of withdrawal plan, and availability of matches in the collaborating educational organization.
- 5.5.2 Teacher candidates may be required to withdraw from the Extended Practicum if they are experiencing difficulties that are detracting from the learning of pupils in the classroom, demonstrating unprofessional behavior, or experiencing difficulty in any manner which is seriously detracting from an acceptable performance in the Extended Practicum. At the discretion of the Extended Practicum Facilitator, in consultation with the collaborating teacher,

school-based administration, and Field Experiences team, a teacher candidate can be required to sign a contract for improvement which specifies the required level of acceptable performance.

- 5.5.3 If the teacher candidate cannot overcome difficulties and meet the required level of acceptable performance, they will be counseled to withdraw from the Extended Practicum.
- 5.5.4 Teacher candidates who withdraw or who are required to withdraw from the Extended Practicum will be required to participate in the completion of a “Withdrawal from Extended Practicum” form, which indicates the reason for the withdrawal and informs the teacher candidate of the procedures for appeal. This form will be completed by the collaborating teacher(s) and Extended Practicum Facilitator, school-based administration and/or a member of the Field Experiences team. Communication may be extended to local HR as part of processes for access of information.
- 5.5.5 Teacher candidates who have withdrawn from Extended Practicum must meet with a Field Experience team member within 30 days of the withdrawal to develop a written contract that indicates a plan to prepare for future success and specifies provisions for re-entry.
- 5.5.6 Teacher candidates who withdraw from the Extended Practicum prior to the withdrawal deadline set by the College of Education will be assigned a grade of W. They will be informed that they might not be placed in another Extended Practicum for one full calendar year depending upon the availability of placement locations or the conditions attached to re-entry.
- 5.5.7 Teacher candidates who repeatedly withdraw from the Extended Practicum can be required by the Student Affairs and Academic Standards Committee to discontinue their studies. Documentation must be thorough in respect to identifying reasons for the withdrawals.
- 5.5.8 Any teacher candidate withdrawing after the withdrawal deadline set by the College of Education, for reasons other than extenuating circumstances, will be assigned a W and will be eligible to repeat another Extended Practicum, but will not be placed until next Fall term.
- 5.5.9 Prior to submitting an application for a second placement, the teacher candidate must again meet with the Field Experience team to confirm that conditions for re-entry have been met. Teacher candidates who receive a W in their second Extended Practicum must submit an application to the Student Affairs and Academic Standards Committee requesting a third Extended Practicum placement.
- 5.5.10 The final evaluation of a teacher candidate will be determined collaboratively by the collaborating teacher, the teacher candidate and the Extended Practicum facilitator and will be based on the evidence that has been documented in the teacher candidate’s Professional Growth Portfolio.
- 5.5.11 Whenever appropriate, the evidence of progress toward program goals will be gathered from various parties including collaborating teachers, facilitators or principals.
- 5.5.12 Should difficulties arise in the evaluation process, the collaborating teacher, teacher candidate and /or Extended Practicum facilitator must consult with the Field Experience team who will act to arbitrate. Any one of the teacher

candidates, collaborating teacher, principal or Extended Practicum facilitator or Field Experience team member can refer the case to the Student Affairs and Academic Standards Committee for review. Any such appeal for review must be initiated with 30 days of the assigning of the final grade.

- 5.5.13 If a student is not satisfied with the grade decision an appeal can be made through the University appeal process. The appeal is initiated with the Associate Dean of Undergraduate Programs and Research.
- 5.5.14 A grade of P in the Extended Practicum is required for a teaching certificate in the Province of Saskatchewan. The criteria for a passing grade shall be that the teacher candidate has demonstrated to the satisfaction of the collaborating teacher and the Extended Practicum facilitator that the TECC competencies, and all requirements are met.
- 5.5.15 Assessment shall be based primarily on the evidence collected by the teacher candidate in her/his Professional Growth Portfolio and discussed by collaborating teachers and Extended Practicum facilitators, that indicate progress toward program goal and outcomes.
- 5.5.16 Mid-way through the Extended Practicum, an evaluation shall be completed jointly by the teacher candidate and collaborating teacher. The purpose of this evaluation is to identify the teacher candidate's progress toward achieving program goals and outcomes, identify the teacher candidate's competencies, strength and weaknesses; determine how strengths may be built upon and weaknesses overcome; and establish areas of focus for the second half of the Extended Practicum.
- 5.5.17 One copy of the completed mid-term evaluation form remains with the teacher candidate and another copy is submitted to the Extended Practicum Facilitator.
- 5.5.18 Should a teacher candidate work with an associate collaborating teacher to broaden their classroom experiences, the associate collaborating teachers shall provide the teacher candidate with written feedback regarding the teacher candidate's performance. This feedback will be included as evidence in the PGP for use in the final evaluation.

## 5.6 The Role of Participants During Extended Practicum

A variety of educators are involved during Extended Practicum. In these respective roles, the various participants have the following specific functions and responsibilities.

- 5.6.1 Teacher candidates must formally register for the Extended Practicum and complete the placement survey. They must complete and submit a Criminal Record Check and vulnerable sector check before beginning the Extended Practicum. They must attend mandatory orientations and in-services scheduled by the College of Education. They must develop teacher professional competencies through working with their collaborating teacher(s) to facilitate student learning. They must maintain an up-to-date PGP and ensure this is made available to the collaborating teacher and the college facilitator. They must accept, and operate with, the general policies established in the school and accept the standards, behavior, dress and hygiene required of other teachers in school. They must follow the School Division and College of

- Education policies regarding absenteeism. They must engage in professional conduct according to the Saskatchewan Teachers' Federation Code of Ethics.
- 5.6.2 Teacher candidates are responsible for embracing opportunities to learn from and in field study experiences in which they learn about learners (e.g., through holistic observation, small group facilitation, etc.). They support teachers in meeting the needs of students in the school by planning/co-planning and implementing individual lessons and/or team-teaching with the collaborating teacher. They embrace opportunities for broad based experiences by participating in classrooms at different grade levels and across subject areas as much as possible and engage in all aspects of the life of the school, which may or may not include extra-curricular activities and participation in professional development opportunities where appropriate. They embrace opportunities for professional conversations by scheduling regular conferences with collaborating teachers throughout the Extended Practicum and communicating with the collaborating teacher and/or the facilitator immediately when issues/concerns arise. They fulfill logistical requirements by informing both the collaborating teacher and Extended Practicum facilitator of absences as soon as possible and not later than 7:30 a.m. the day of the absence via email. Texting is not a professional form of notification but will suffice in the event of an emergency until access to email is attainable. Teacher candidates will be in attendance to classroom duties no later than one-half hour prior to the start of the school day and will not leave prior to one half-hour after the end of the school day. The teacher candidate will be responsible for submitting lesson plans to the collaborating teacher in the event of absence. There are no vacation days during the extended practicum. This field experience begins on the date indicated in PAWS and may vary amongst schools.
- 5.6.3 Directors and Superintendents of Education will collaborate with the Field Experiences Coordinator(s) in arranging field experience placements and communicating with school personnel. They facilitate the attendance of collaborating teachers at Extended Practicum in-service. They also participate in continuing consultation with the Field Experiences team on any matter regarding the effectiveness of the field experience. They will communicate the value and importance of participating in this reciprocal learning experience for the profession. And they communicate the protocol for booking substitute teachers and how they are funded to school-based administration.
- 5.6.4 Administrators are responsible for welcoming teacher candidates to the school and encouraging effective and committed teachers to accept them into their classrooms. Administrators provide an orientation to the school and assist the staff in creating a positive atmosphere for the teacher candidates. They ensure that teacher candidates receive all necessary documentation related to school and divisional policies. Additionally, administrators discuss the progress of teacher candidates with collaborating teachers and report any difficulties to the Field Experiences Facilitator. They also help ensure that 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 the transportation of students.

- 5.6.5 Collaborating Teachers are responsible for facilitating opportunities for them to plan and implement various instructional approaches, including problem-based learning and other student-centered learning opportunities. They assign teaching tasks and other non-teaching responsibilities to provide broad-based experiences. Collaborating teachers attend Extended Practicum in-services where appropriate and use the information received to offer effective daily, learner-focused supervision. They provide formal written feedback as evidence of progress toward program goals and outcomes, which teacher candidates gather for their Professional Growth Portfolio (PGP). Additionally, they introduce teacher candidates to the effective implementation of recording student-based assessment.
- 5.6.6 Concerns are communicated to the teacher candidate first, and if unresolved, to the Extended Practicum facilitator. Collaborating teachers also ensure that 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 the transportation of students.
- 5.6.7 College facilitators represent the College of Education on matters related to field experience. They conduct in-services as outlined by the field experience team and share the developmental supervision cycle. They monitor the Professional Growth Portfolio and review both midterm and final evaluation reports. Facilitators provide written feedback to teacher candidates as evidence of their ongoing development and identify outstanding candidates for the Bates Awards of Teaching Excellence during the extended practicum. They discuss the progress of teacher candidates with collaborating teachers, the teacher candidates themselves, and the principal. In cases where teacher candidates experience difficulties, facilitators discuss these with the Field Experiences Team to facilitate calibration, contract, or withdrawal procedures as appropriate. They visit collaborating teachers and teacher candidates in field experience settings, supporting and enhancing the working relationship between them. Additionally, facilitators provide written feedback on all deliverables and classroom visits.
- 5.6.8 The Field Experiences team plays a pivotal role in ensuring successful field experience placements by liaising between all involved parties. They are responsible for coordinating, matching, and managing all placements, and they encourage schools and school divisions to recruit the most capable teachers as collaborating teachers. The Director, Coordinator, Officer, and Admin Support oversee schedules and travel for facilitators and develop and organize all field experience learning opportunities and mentorship in collaboration with the field partners. The Director and Coordinator also address in-school teacher candidate matters such as teaching difficulties, personality conflicts, absenteeism, and make final decisions regarding any issues that arise in school situations.
- 5.6.9 The Associate Dean Undergraduate Programs and Research will oversee changes in program and policies of all field experiences, and support teacher candidates and the field experience team in situations where conflict arises.

## **6. Requests And Appeals Related to Field Experiences**

The following requests should be made initially in writing to the Student Affairs and Academic Standards Committee:

- Requests for exemption from the entire or a portion of the prescribed student teaching or Extended Practicum field experience on the basis of previous teaching experience.
- Requests related to the evaluation of teaching performance in student teaching and Extended Practicum.
- Teacher candidates may appeal the decisions of Student Affairs and Academic Standards Committee by writing to the Dean or designate.

Teacher candidates may appeal any decision perceived to be unjust or unfair. All appeals must be in writing, submitted within 30 days from the date of notification of the decision. At each level of appeal, the appeal will be considered, a decision will be rendered, and the teacher candidate will be informed of the next level of appeal. Each appeal body shall solicit the views of the Director of Undergraduate Programs to determine that its decisions are consistent with college programs.

**Reviewed and revised by Field Experiences Team in July 2024**

**Approved by Dr. M. Shaun Murphy**

# **Appendix A: Field Experiences Course**

## **EDST 213.0: Student Teaching in Rural and First Nations Schools**

Involves directed observation and participation in a school classroom. It consists of a two-week experience in a Saskatchewan rural or First Nations school after the conclusion of final examinations. The course carries no credit but is a program requirement.

## **EDST 321.3: Field Experience Learning in Contexts**

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

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

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

## **EXPR 422.15: Professional Extended Practicum**

The extended practicum is a period of intensive field study experience where teacher candidates are expected to develop and demonstrate program outcomes in the categories of professional, knowledge, instructional and curricular competency. Teacher candidates will work with one or more collaborating teachers and will function as professionals-in-training, engaging with students and their families, and working alongside colleagues on a regular and in-depth basis, team-teaching, planning units, lessons and other school-based programs, and progressing toward a full teaching load within their school context. Assessment for the extended practicum will address Saskatchewan Professional Teachers Regulatory Board (SPTRB) teacher competency goals within the framework of the Professional Growth Portfolio (PGP).

## **EXPR 423.3: Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings**

The course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity paired with collaborating teachers/mentors in adult learning, or community based settings. Experiences are structured around the organization and administration of the educational setting, teaching and learning, Indigenous and cross-



cultural education, and working with students/clients with exceptionalities. The field experience is also intended to build relationships and networks of support for teacher candidates who are interested in working in these unique contexts. This six-week field experience for teacher candidates who are enrolled in any of the undergraduate Bachelor of Education program routes involves directed observation, peer reflection, and teaching opportunities in an adult learning or community-based setting. The course is designed to include learning experiences focused on the organization of educational services and professionalism; teaching and learning; Indigenous and cross-cultural education; and, working with students/clients with exceptionalities.

### **EXPR 424.3: Alternative Field Experiences Practicum I International Opportunities**

The course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity paired with collaborating teachers/mentors in international educational settings. Experiences are structured around the organization and administration of the educational setting, teaching and learning, Indigenous and/or cross-cultural education, and/or working with students/clients with exceptionalities. The field experience is also intended to build relationships and networks of support for teacher candidates who are interested in working in these international contexts. This six-week field experience for teacher candidates who are enrolled in any of the undergraduate Bachelor of Education program routes involves directed observation, peer reflection, and teaching opportunities in an international educational settings. The course is designed to include learning experiences focused on the organization of educational services and professionalism; teaching and learning; Indigenous and cross-cultural education, and; working with students with exceptionalities.

### **EXPR 425.12: Alternative Field Experiences Practicum II Saskatchewan Schools**

The course offers teacher candidates the opportunity to engage in a formal field experience paired with collaborating teachers in Saskatchewan schools that meet SPTRB beginning teacher competencies for teacher certification. The field experience is also intended to build relationships and networks of support for teacher candidates who are interested in working in Saskatchewan schools. The 10-week extended practicum is a period of intensive field study experience where teacher candidates are expected to develop and demonstrate program outcomes in the categories of professional, knowledge, instructional and curricular competency. Teacher candidates will work with one or more collaborating teachers overseen by a college facilitator. Teacher candidates will function as professionals-in-training, engaging with students and their families, and working alongside colleagues on a regular and in-depth basis, team-teaching, planning units, lessons and other school-based programs, and progressing toward a full teaching load within their school context. Assessment for the extended practicum will address Saskatchewan Professional Teachers Regulatory Board (SPTRB) teacher competency goals within the framework of the Professional Growth Portfolio (PGP).