



UNIVERSITY OF SASKATCHEWAN

College of Education

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Field Experiences Learning

Policy Statement

**College of Education
University of Saskatchewan**

Updated: December 2023

The Educator's Profession

I am a teacher.

I profess to work collaboratively with students, colleagues, and the community towards learning and discovery in inclusive, ethical, fair, just, respectful, and mutually supportive ways.

I am a reflective inquirer and a lifelong learner. I endeavor to advance and adapt my knowledge, skills, and instructional styles to meet the needs of all learners. I take into consideration the diversity of values, orientations, history, rights, freedoms, responsibilities, and perspectives of all peoples in Saskatchewan, in Canada, on First Nations, and throughout the world.

I continuously aspire to develop proficiency in the historical, working, and lived curriculum and in the language of instruction; to learn and use meaningful, equitable, and holistic teaching strategies for instruction, assessment, and evaluation; and to create learning environments that encourage and support the lifetime growth of the whole student.

I am committed to using my skills, knowledge, and judgement wisely. My dedication to the profession will significantly contribute to the well-being of students, families, and communities.

I understand the power of education.

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1. Introduction

Field experience 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 PreK-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 the 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 partnership 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 (with financial responsibilities 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. Essential Skills for Teacher Candidates

A candidate for a B.Ed. degree must demonstrate the following skills:

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 in order 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.

3. 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.
4. To provide teacher candidates with an opportunity to develop best practices in instruction and assessment/evaluation.

4. Evaluation of Field Experiences

General Evaluation Policies

- 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.
- A teacher candidate receiving a Withdraw Fail (WF) or Fail (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.
- Teacher candidates who withdraw from field experience after having received a placement or after having commenced the experience must reapply through the Field Experiences Coordinators to be assigned another field experience.
 - As part of the reapplication process, they must also provide a written explanation of the withdrawal to the Field Experiences Co-coordinators. Teacher candidates can be required to meet some conditions as indicated in a written contract before they are permitted to repeat the experience.
 - Should the Coordinator refuse a new placement, teacher candidates may apply to the Student Affairs and Academic Standards Committee (SAACS) for consideration.
 - Should an application to SAACS be tabled on the basis of missing information, the request will remain tabled until the teacher candidate completes the necessary steps.
- 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.
- A teacher candidate may be required to withdraw at any time from a field experience for behavior deemed to be unprofessional or irresponsible. The grade assigned will be either an IP or F.

- All grades are approved by the Associate Dean of Undergraduate Programs, Partnerships and Research, College of Education.

5. Pre-Extended Practicum Field Experiences

5.1 Purpose

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 life of the classroom and school through a wide range of activities.
- Deepen their ability to engage with students, colleagues, parents, and administrators.
- Increase awareness of broader perspectives on education, the community, and the school in society.
- Further develop their professional identities, gain insight into the realities of classroom teaching, and evaluate their career choice.
- Take opportunities for reflection and inquiry on practice and learning in communities.
- To have teacher candidates become reflective about their teaching capabilities while engaged in the practice of teaching.

Pre-Extended Practicum field experiences provide 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.

5.2 Requisites and Prerequisites – Field Experiences Practica

- 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.
- Teacher candidates must register for field experiences practica as they do for university courses.
- Teacher candidates are required to attend the mandatory field experience practicum orientations and in-services.
- 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.

- Teacher candidates will be placed in schools using the provincial curriculum and with teachers holding a Saskatchewan Teaching Certificate.

For specific information regarding pre-Extended Practicum field experiences and courses, see [Appendix B](#).

5.3 Field Experience Placements

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.

Teacher candidates are required to learn from PreK-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.

5.4 Length of Field Experiences, Attendance and Related Regulations

- A teacher candidate who registers in a field experience practicum, is assigned to a school, and does not report to the school without providing defensible reason for the failure to report to the school, will be assigned a grade of W or F.
- 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>

- 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, principal, and college.
- Teacher candidates withdrawing from field experience practica are responsible for doing so via PAWS.

5.5 Evaluation of Field Experience Practica

- 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 entering the more rigorous expectations of the subsequent field experiences.
- Teacher candidates who have been assigned a grade of F may be required by the Student Affairs and Academic Standards Committee (SAASC) to take additional remedial courses and/or personal or career counselling to assist them in assessing their capabilities and their career choice before repeating the experience.

6. Extended Practicum Field Experiences

The Extended Practicum is intended 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.

6.1 Prerequisites – Extended Practicum

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. 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 are required to attend information meetings scheduled in term one and term two, and orientation days in late August for term one placements or in December for second term placements.

The college does not guarantee the placement of teacher candidates who do not:

- **attend the information meetings or**
- **submit the forms by indicated deadlines.**

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.

6.2 Placement Procedures

- 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.
- 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 cooperating teacher(s). The College reserves the right to place teacher candidates in a specific school jurisdiction or school for reasons related to partnership and/or program development or research.
- Extended Practicum placements are organized to avoid 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 fairness, equity, and objectivity.
- 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.
- Placements cannot be assigned on the basis of financial consideration.
- 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.
- 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.
- A firm deadline of April 30 is supported for Fall Extended Practicum approvals.
- Changes to Extended Practicum Placements after Extended Practicum Orientation Date (late August, varies by school division) will not happen unless under extreme circumstances out of the control of any of the partners involved. Teacher candidates must be prepared to accept their placements as given unless in the situation of extreme circumstance.
- After the date of 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 with short notice.
- **Extended Practicum Withdrawals**
 - Challenges for teacher candidates during the Extended Practicum must be documented, with the 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.
 - ****Calibration, Contract, and Withdrawal Form** under “If Difficulties Arise” tab on Website
- **Placement**
 - The 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.)

6.3 Placement Accommodations

- 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>
- Special consideration may be given to teacher candidates who contribute at a high level to university status (i.e., Huskie and other professional athletics, professional level performances, etc.)
- Special consideration may be given to teacher candidates who have family obligations (parents of young children and compassionate reasons) and will be accommodated.
- Requests to travel for any reason other than the above will not be accommodated during field experiences.
- Neither financial hardship nor lack of transportation is considered for accommodation. Planning ahead for field experiences is required.

6.4 Length of Extended Practicum, Attendance and Related Regulations

- Teacher candidate cannot receive credit for the Extended Practicum if payment has been received for teaching duties undertaken during the experience.
- Teacher candidates must enroll in the Extended Practicum during the Fall Term of their registered program.
- 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.
- 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 of three days or more are to be reported to their 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.

- Students registered in a teacher education program in Saskatchewan are deemed to be members of the Saskatchewan Teachers' Federation (STF). 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.
- 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 College of Education and Field Experience Coordinators.
- Teacher candidates should conduct themselves in a way that would not undermine the purpose of any legal sanction. 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.
- 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.
- However, the teacher candidate is not to be used as:
 - a certified teacher;
 - a substitute teacher;
 - a coach, except as an assistant under the supervision of a certified teacher;
 - the primary supervisor of playgrounds, halls, dances, games, etc. teacher candidates should be expected only to assist with these duties;
 - a driver for the purpose of transporting students to and from academic excursions or extra-curricular activities

6.5 Extended Practicum Evaluation

- 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 School Division or First Nations Community.
- 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 and Field Experiences Coordinator(s), a teacher candidate can be required to sign a contract for improvement which specifies the required level of acceptable performance.
- 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.

- 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 cooperating teacher(s) and Extended Practicum Facilitator and/or the Coordinator(s), Field Experiences.
- Teacher candidates who have withdrawn from Extended Practicum must meet with a Field Experience Coordinator within 30 days (about 4 weeks) of the withdrawal to develop a written contract that indicates a plan to prepare for future success and specifies provisions for re-entry.
- 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.
- *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.*
- *Any teacher candidate withdrawing after the withdrawal deadline set by the College of Education, for reasons other than extenuating circumstances, will be assigned a WF and will be eligible to repeat another Extended Practicum, but will not be placed until the next Fall Term.*
 - *Prior to submitting an application for a second placement, the teacher candidate must again meet with Field Experiences Coordinator(s) to confirm that conditions for re-entry have been met. Teacher candidates who receive a WF or F in their second Extended Practicum must submit an application to the Student Affairs and Academic Standards Committee requesting a third Extended Practicum placement.*
- 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.
- Whenever appropriate, the evidence of progress toward program goals will be gathered from various parties including collaborating teachers or principals.
- Should difficulties arise in the evaluation process, the collaborating teacher, teacher candidate and /or Extended Practicum facilitator must consult with Field Experience Coordinator(s) who will act to arbitrate. The teacher candidate, collaborating teacher, principal or Extended Practicum facilitator or Field Experience Coordinator can refer the case to the Student Affairs and Academic Standards Committee for review. Any such appeal for review must be initiated within 30 days of the assigning of the final grade.
- 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, Partnerships and Research.
- 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 any other requirements, are met.

- Assessment shall be based primarily on the evidence collected by the teacher candidate in their Professional Growth Portfolio and discussed by collaborating teachers and Extended Practicum facilitators, that indicate progress toward program goal and outcomes.
- 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.
- One copy of the completed mid-term evaluation form remains with the teacher candidate and another copy is submitted to the Extended Practicum Facilitator.
- 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.

6.7 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.

Teacher candidates must:

- Formally register for the Extended Practicum in PAWS and complete the placement survey.
- Complete and submit a Criminal Record Check and Vulnerable Sector Check before beginning the Extended Practicum.
- Attend mandatory orientations and in-services scheduled by the College of Education.
- Develop teacher professional competencies through working with their collaborating teacher(s) to facilitate student learning.
- Maintain an up-to-date PGP and ensure this is made available to the collaborating teacher and the college facilitator.
- Accept, and operate with, the general policies established in the school and to accept the standards, behavior, dress and hygiene required of other teachers in school.
- Follow the School Division and College of Education policies regarding absenteeism.
- Engage in professional conduct according to the Saskatchewan Teachers' Federation (STF) Code of Ethics.

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.).

- 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.
- **Embracing opportunities for broad based experiences:**
 - Participate 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,
 - Including extra-curricular activities and participation in professional development opportunities where appropriate.
- **Embracing opportunities for professional conversations:**
 - Schedule daily conferences with collaborating teachers throughout the Extended Practicum.
 - Communicate with the collaborating teacher immediately when issues/concerns arise- then, consult with the Extended Practicum facilitator.
- **Fulfilling logistical requirements:**
 - Inform the collaborating teacher and Extended Practicum facilitator of absences as soon as possible and not later than 7:30 a.m. on the day of the absence.
 - Attend to classroom duties no later than one-half hour prior to the start of the school day. Arrival at the same time as students is unacceptable.
 - 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.
- **Follow Field Experiences Policy on Absenteeism.**
- **Embracing opportunities to demonstrate professional competencies by completing all required deliverables, as indicated in the guidebook.**

Directors and Superintendents of Education are responsible for:

- Collaborating with the Field Experiences Coordinator(s) in arranging field experience placements and communicating with school personnel.
- Facilitating the attendance of collaborating teachers at Extended Practicum in-service.
- Participating in continuing consultation with the Field Experiences Coordinator(s) on any matter regarding the effectiveness of the field experience.
- Communicating the value and importance of participating in this reciprocal learning experience for the profession.
- Communicating the protocol for booking substitute teachers and how they are funded to school-based administration.

In-School Administrators are responsible for:

- Welcoming College of Education teacher candidates to the school and encourage effective and committed teachers to accept teacher candidates in their classrooms.
- Providing an orientation to the school and assist the staff in creating a positive atmosphere for the teacher candidates.
- Ensuring that teacher candidates receive documentation pertinent to school and divisional policies.
- Discussing the progress of teacher candidates with collaborating teachers and to report any difficulties to the Field Experiences Facilitator.

- Assisting in ensuring that the Teacher candidate is not assigned duties as a certified or substitute teacher, a coach (except as an assistant), a sole supervisor of playgrounds, halls, dances or sports events, or a person responsible for transportation of students.

Collaborating Teachers are responsible for:

- Facilitating opportunities for the Teacher candidate to plan and implement varying instructional approaches, including problem-based learning and/or other student-centered learning opportunities.
- Assigning teaching tasks and other non-teaching responsibilities to the teacher candidate to facilitate broad based experiences.
- Attending Extended Practicum in-services where appropriate and to utilize the information received to provide effective daily leaning/learner focused supervision for the Teacher candidate.
- Providing formal written feedback as ‘evidence of progress’ toward program goals/outcomes (teacher candidates gather this evidence to be part of their Professional growth Portfolio (PGP)).
- Introducing teacher candidates to the effective implementation of EDSBY when appropriate.
- Completing evidence-based assessments collaboratively with teacher candidates according to the timeline set out by the College.
- Communicating concerns to the Teacher candidate first and, if necessary, to the Extended Practicum facilitator if concerns cannot be resolved.
- Ensuring that the Teacher candidate is not assigned duties as a certified or substitute teacher, a coach (except as an assistant), a sole supervisor of playgrounds, halls, dances or sports events, or a person responsible for transportation of students.

College Facilitators are responsible for:

- Representing the College of Education on matters pertaining to the field experience.
- Conducting in-services as set out by the field experience team.
- Sharing the developmental supervision cycle; monitor the Professional Growth Portfolio, and review both midterm and final evaluation reports.
- Providing written feedback to teacher candidates as evidence of their ongoing development.
- Identifying outstanding teacher candidates to be considered for the Bates Awards of Teaching Excellence during the extended practicum.
- Discussing the progress of the Teacher candidate with the collaborating teacher, the Teacher candidate and the principal.
- Discussing with the Field Experiences Team all cases where teacher candidates are experiencing difficulties and to facilitate calibration or withdrawal procedures, as appropriate.
- Visiting collaborating teachers and teacher candidates in field experience settings.
- Supporting and enhance the working relationship between teacher candidates and collaborating teachers.
- Providing written feedback on all deliverables and classroom visits.

The Field Experiences Coordinators are responsible for:

- Liaising between all parties working toward successful field experience placements.
- Are responsible for coordinating, matching, and managing all field experience placements.
- Encourage schools and school divisions to recruit the most able teachers to be collaborating teachers.
- Overseeing schedules and travel for supervisors.
- Developing and organizing all field experience learning opportunities and mentorship in collaboration with the field experience team and partners.
- Responding and attending to in-school Teacher candidate matters such as teaching difficulties, personality conflicts, absenteeism, and make final decisions relating to difficulties arising in school situations.

The **Associate Dean** of Undergraduate Programs, Partnerships and Research is responsible for:

- Overseeing changes in program and policies of all field experiences.
- Supporting teacher candidates and field experience team in situations where conflict arises.

7. Requests and Appeals Related to Field Experiences

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

- 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 of 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 Associate Dean of Undergraduate Programs, and they would make the decision, with input from the Field team, Director of Undergraduate Programs included where appropriate.

Appendix A: Developmental Timeline of 16-week Extended Practicum

Timeline of Expectations

To Do List and Suggestions for Discussion Topics

The following is a guide for teacher candidates and teachers to follow during the extended practicum.

Week	To do	Areas to discuss/review
1 Note: this week is prior to students being in school	TO DO LIST: <ul style="list-style-type: none"> <input type="checkbox"/> Set up a time to meet with teacher to discuss requirements and start-up <input type="checkbox"/> Get to know the school and community <input type="checkbox"/> Introduce yourself to the staff (take note of grade/subject alike teachers) <input type="checkbox"/> Locate resources that support school learning improvement plans and professional development: <ul style="list-style-type: none"> ○ In the library or in a different resource area (i.e.: learning assistance room, work room, etc.) ○ In the Division resource center and how to obtain materials ○ Register your info at the Education library website for delivery of resources <input type="checkbox"/> Ask for monthly school calendar; take note of Professional Development days and reporting periods <input type="checkbox"/> If you have an accommodation plan, share it with your collaborating teacher and facilitator. If you have not done this, you may not rely on it later in your practicum to excuse struggles. <input type="checkbox"/> Determine most appropriate time for daily prep time (45 to 60 min. daily) <input type="checkbox"/> Look for opportunities to get involved in the school/staff culture 	AREAS TO DISCUSS/REVIEW <ul style="list-style-type: none"> <input type="checkbox"/> Start-up of school logistics: <ul style="list-style-type: none"> ○ Keys, school layout, computer/email account, copier code, class/school schedule, EDSBY access <input type="checkbox"/> Familiarize the teacher candidate with school and division policies (i.e., assessment and reporting policies and procedures, school goals, division initiatives, supervision expectations, etc.) <input type="checkbox"/> Review the Field Experiences Guidebook <input type="checkbox"/> For additional information see the Field Experiences website
		<ul style="list-style-type: none"> <input type="checkbox"/> Set up expectations, observations, pre- and post-conference times, make a tentative plan for the increase in lesson and unit delivery <input type="checkbox"/> Ask for an opportunity to participate in the year planning process <input type="checkbox"/> What is the role of EA and other support staff? Which students receive support? Are there any privacy issues attached to that support? <input type="checkbox"/> Are there any custody arrangements to make the TC aware of? <input type="checkbox"/> Discuss which activities you could become involved in (consider the time commitment and that teaching is your priority)

	<ul style="list-style-type: none"> ○ Extra-curricular activities: Some examples include coaching, drama/choir, assist with a fundraiser, committee member □ PGP focus: Areas 1 and 2 □ Ensure that you share your PGP with your collaborating teacher. <ul style="list-style-type: none"> ○ What is your plan for adding to your PGP over the course of the practicum? College requirements include having at least 2 new entries for each competency by the end of practicum (see the due date calendar prepared by your facilitator) ○ Feedback from your collaborating teacher can be included in your PGP 	<ul style="list-style-type: none"> □ Discuss with collaborating teacher (initial set up): <ul style="list-style-type: none"> ▪ Planning times ▪ Pre- and post-conference times, “touch base” meeting times ▪ When to submit lessons for feedback (and possibly how) ▪ Expectations for student work, assessments and typical time frame to hand work back
<p>2 First week with students</p>	<ul style="list-style-type: none"> □ Begin daily implementation of the Supervision Cycle with your collaborating teacher. Make sure to provide your collaborating teacher with the Observation sheet (available in French and English) to record observations. Digital completion is satisfactory. □ Get to know your students (apply to Holistic Observation): <ul style="list-style-type: none"> ○ Strengths and interests ○ Targeted areas for support ○ Family and community backgrounds, etc. ○ Be culturally responsive and respectful of diversity within your classroom (be aware of your own biases and stereotypes) □ Participate in family/student engagement activities that your school may initiate □ Give choices for your assignments based on student interests and learning profiles □ Submit Holistic Observation □ Work on co-generated UBD (must wait to teach until feedback and revision have happened) 	<ul style="list-style-type: none"> □ Discuss available student supports within the school: <ul style="list-style-type: none"> ○ Cumulative records ○ Individualized/personalized learning plans ○ Learning assistance, EAL, Speech pathologist, privacy and procedure around accessing other school supports (i.e., counsellor) ○ Protocol with parent communication ○ Behaviour policies and procedures □ Possible discussions: <ul style="list-style-type: none"> □ Any concerns that may have arisen so far (loop in the facilitator – reoccurrence merits a calibration) □ Discuss any challenges that could be an obstacle to the teacher candidate’s responsibilities □ Discuss co-generated unit

	<input type="checkbox"/> Look for ways to get involved when not teaching <ul style="list-style-type: none"> • Working with small groups • Assisting with formative and summative assessment, etc. 	
3	<input type="checkbox"/> Implement detailed lesson plans (part of unit plans – likely not the first submitted UBD), Supervision cycle, get to know your students <input type="checkbox"/> Teach at least one lesson per day <input type="checkbox"/> Submit co-constructed unit plan (remember that all unit plans must incorporate FNMI content/perspectives/ways of knowing) to your facilitator <input type="checkbox"/> Ask your facilitator what you will need to bring to the first seminar (remember that your collaborating teacher attends with you) <input type="checkbox"/> After you have taught a lesson, remember to reflect on the lesson and if there is anything you would adjust	<input type="checkbox"/> Ways to incorporate First Nations, Metis, Inuit content, perspectives, and ways of knowing in teaching <input type="checkbox"/> School and division resources to assist in learning about TECC competencies 3.1 and 3.3 <input type="checkbox"/> Raise the topics and concerns that you would like to have addressed at the first seminar
4	<input type="checkbox"/> Begin teaching your 2 nd lesson per day <input type="checkbox"/> Arrange a lesson observation with your facilitator (a schedule will probably be available to you at the seminar) <input type="checkbox"/> Update your PGP. Be prepared to share with your collaborating teacher for the Progress Report. <input type="checkbox"/> Remember to include lesson reflections as you teach	<input type="checkbox"/> Feedback from lesson observations. Are any recommendations or next steps necessary? <input type="checkbox"/> Are there any issues that have not yet been addressed? Consider: <ul style="list-style-type: none"> • Attendance • Punctuality • Efficiency in planning • Student engagement • Communication • Keeping up with student assessment • Classroom management • Incorporating feedback
5	<input type="checkbox"/> Increase teaching duties (next week should be half-time) <input type="checkbox"/> Begin to prepare 2 nd UBD	<input type="checkbox"/> Direction of 2 nd UBD – incorporate instructional strategies or assessment techniques that have not yet been used.

	<ul style="list-style-type: none"> <input type="checkbox"/> Take risks with your instruction. Try a new instructional strategy or assessment technique. <input type="checkbox"/> Refer to the Holistic Observation. Are you meeting students' needs? <input type="checkbox"/> Increase teaching time <input type="checkbox"/> Remember to include lesson reflections (should be part of the supervisory cycle) 	<ul style="list-style-type: none"> <input type="checkbox"/> Verify that Performance Task is actually a performance task and that students are demonstrating that they have achieved the outcome (or the degree to which they have).
6	<ul style="list-style-type: none"> <input type="checkbox"/> Begin half time teaching <ul style="list-style-type: none"> • This can include lessons being taught collaboratively with your collaborating teacher <input type="checkbox"/> Begin to organize PGP evidence for your Midterm Assessment <input type="checkbox"/> How are you maintaining a balance of planning/teaching/assessing and extra-curricular? <input type="checkbox"/> Ensure that the second UBD that is being submitted has been reviewed by and discussed with the collaborating teacher <input type="checkbox"/> Remember to include lesson reflections (should be part of the supervisory cycle) 	<ul style="list-style-type: none"> <input type="checkbox"/> Upcoming Midterm Assessment <ul style="list-style-type: none"> • Questions teacher candidate can ask facilitator (as needed, do not wait for next seminar) • Arrange release time needed • Evidence/observations that teacher candidate needs for PGP <input type="checkbox"/> Be aware that it may be necessary to involve the facilitator if the teacher candidate is beginning to struggle <ul style="list-style-type: none"> • Have a conversation about how it is important to know if there are any circumstances that could affect his/her teaching (within the bounds of respecting his/her privacy) • Refer to exemplars that have been provided and offer some of own samples of lessons, unit, assessment tools if the teacher candidate is struggling with the planning. • Offer to co-teach subjects where the teacher candidate is not familiar with the content • Show the teacher candidate where useful resources and ideas may be found on the division's portal • Offer tips on how you manage the assessment load (spreading out the load over several evenings instead of trying to complete everything in one evening)

		<ul style="list-style-type: none"> • Consult the facilitator about completing a calibration document
7	<ul style="list-style-type: none"> <input type="checkbox"/> Start to think about taking over full-time teaching duties <input type="checkbox"/> Routines have been established and systems are in place for recording assessments (EDSBY?) <input type="checkbox"/> Remember to complete lesson reflections <input type="checkbox"/> Submit UBD 2 to facilitator <input type="checkbox"/> <i>As you continue to get busier, pay attention to your own health and well-being. You cannot be an effective teacher if you do not take care of yourself.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Is the teacher candidate ready for full time teaching? <input type="checkbox"/> Is the teacher candidate following the year plan (and is on track)? <input type="checkbox"/> Is the teacher candidate clear about the units/themes/content areas? <input type="checkbox"/> Is the supervision cycle being preserved – pre- and post-conference? <input type="checkbox"/> Is the teacher candidate receiving feedback (along with specific instructions or next steps)?
8	<ul style="list-style-type: none"> <input type="checkbox"/> Work on Midterm Assessment (be sure to use PGP as a basis) <input type="checkbox"/> This week is the window in which to begin teaching full time <input type="checkbox"/> Check your timeline for preparing/teaching/assessing units to ensure that you are on track <input type="checkbox"/> Check expectations and timelines for conferences, marks <input type="checkbox"/> PGP – keep on top of entries and for making revisions and responding to questions <input type="checkbox"/> Consider when you would like to invite the principal (and possibly the vice-principal) to observe you teach <input type="checkbox"/> Remember to complete lesson reflections 	<ul style="list-style-type: none"> <input type="checkbox"/> Expectations and processes for conferences and reporting <input type="checkbox"/> Complete Midterm Assessment <ul style="list-style-type: none"> ○ teacher candidate has their PGP on hand to guide the writing of the assessment of the writing by using the evidence ○ Feedback is easily accessible (this should already be evident in the PGP entries) ○ Lesson reflections may also provide evidence (not all reflection will be included in the PGP) ○ After submitting the draft to the facilitator for review, gather signatures, scan, and submit to the facilitator
9	<ul style="list-style-type: none"> <input type="checkbox"/> If full time teaching has not begun, it must start this week <input type="checkbox"/> Based on Midterm Assessment, establish goals to work on 	<ul style="list-style-type: none"> <input type="checkbox"/> Use midterm assessment to guide support for the remainder of the practicum – from whom? <input type="checkbox"/> Maintaining all teaching/supervisory responsibilities
10	<ul style="list-style-type: none"> <input type="checkbox"/> Continue full time teaching <input type="checkbox"/> Check PGP to verify that you will have at least two new entries in each of the TECC competencies (PGP targets) 	<ul style="list-style-type: none"> <input type="checkbox"/> UBD 3, prior to submitting to facilitator <input type="checkbox"/> Is the teacher candidate handling the pressure of teaching? Supports needed?

	<input type="checkbox"/> Be sure to submit UBD 3 to your collaborating teacher prior to submitting to the facilitator next week <input type="checkbox"/> Check in with yourself – how are you managing stress? Keeping a balance in your life?	<input type="checkbox"/> Consider the learning style of the teacher candidate – may need different or more specific feedback or support <input type="checkbox"/> Is more support from the facilitator needed?
11	<input type="checkbox"/> Has the feedback from your collaborating teacher been incorporated in UBD 3, prior to submitting to facilitator? <input type="checkbox"/> Submit UBD 3 to facilitator <input type="checkbox"/> Continue full time teaching <input type="checkbox"/> Make sure that you are asking for help/guidance/support if you need it <input type="checkbox"/> Set adequate time for student assessments and providing feedback to assessment	<input type="checkbox"/> teacher candidate should be less dependent on aspects of the mentorship but still incorporating feedback from observations
12	<input type="checkbox"/> Continue or wrap up full time teaching <input type="checkbox"/> Check units to verify the instructional strategies, assessment techniques, or adaptations you have incorporated daily. What else would you like to incorporate?	<input type="checkbox"/> Assessment for/as learning, implementation of a variety of instructional strategies <input type="checkbox"/> Ways to improve PGP 3 and 4
13	<input type="checkbox"/> Begin to gradually decrease teaching load if you have met the 5-week requirement <input type="checkbox"/> Explore opportunities to teach/assist in other subjects and /or grade level <input type="checkbox"/> Use this time to start solidifying the competencies that still need work (or evidence)	<input type="checkbox"/> If teaching load is able to decrease (25 consecutive days have been completed), contribute to other areas of the school <input type="checkbox"/> Revise and improve PGP
14	<input type="checkbox"/> If you began full time teaching in Week 9, this is your final week of full-time teaching. Plan for the reduction in teaching load. <input type="checkbox"/> Seek out ways to support students in your and other classrooms (is something different?) <input type="checkbox"/> ½ day visit to another school in the SAME division is permitted but focus should be on contributing to extended practicum experience	<input type="checkbox"/> Which experiences (in other classrooms/programs) will best inform the teacher candidate’s practicum?

	<ul style="list-style-type: none"> <input type="checkbox"/> Think about resumes, job applications, teacher certification, etc. Ask the teacher and principal if they would support you in providing a reference letter. 	
15	<ul style="list-style-type: none"> <input type="checkbox"/> Have you submitted revisions and reflections for units and lessons? <input type="checkbox"/> Tidy up PGP; some school divisions will encourage you to bring samples of pertinent PGP entries/evidence with you when you come for interviews. Start highlighting entries you want to focus on when the final assessment is being written. <input type="checkbox"/> Collaboratively complete the final assessment with your collaborating teacher and submit it to your facilitator for review <input type="checkbox"/> Provide final edited version of PGP to your facilitator 	<ul style="list-style-type: none"> <input type="checkbox"/> In writing the Final Assessment, check whether the evidence aligns with the evaluation. <input type="checkbox"/> Use the PGP evidence to help identify how the competencies have been met and include this in the final evaluation. <input type="checkbox"/> Is there any evidence from other teachers that the teacher candidate worked with that could be included in the comments? <p><i>This document is uploaded to school board application sites, so it is important that the evaluation is checked for grammar and spelling.</i></p>
16	<ul style="list-style-type: none"> <input type="checkbox"/> Gather all signatures, scan, send to facilitator (make sure spelling, grammar, and other revisions have been completed). <input type="checkbox"/> Make sure that you have a final version with all signatures. Applications are digital for the most part; PDF formats are the most clearly visible. <input type="checkbox"/> Express your appreciation to your collaborating teacher and to the school for hosting you. <input type="checkbox"/> Return keys, resources, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thank you for your mentoring!

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Appendix B: Field Experiences Courses

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 215.6: Internationally Educated Teachers Field Experience

This six-week field experience for internationally educated teachers who are enrolled in the Internationally Educated Teachers Certificate program involves directed observation, peer reflection, and teaching opportunities in a school classroom in Saskatchewan. The course is designed to include learning experiences focused on the organization of schools and professionalism; curriculum, instruction and assessment; Indigenous education; and, special education.

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 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 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).