



COURSE SYLLABUS

COURSE TITLE:	Student Teaching in Rural and First Nations Schools		
COURSE CODE:	EDST 213.0	TERM:	Spring
COURSE CREDITS:	0	DELIVERY:	Two week field placement
CLASS SECTION:	per block	START DATE:	May (year)
CLASS LOCATION:	TBA	LAB LOCATION:	N/A
CLASS TIME:	TBA	LAB TIME:	N/A
INSTRUCTOR:	TBA		

The College of Education acknowledges that it resides on Treaty Six territory and the homeland of the Métis.

Course Description

This two-week field experience involves directed observation and participation in a school classroom in rural Saskatchewan or a First Nations community. The field experience carries no credit but is a program requirement.

Rationale

The course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity. It supports a goal of ensuring that students receive diverse field experience opportunities over the course of B.Ed. program, and will help to build significant relationships with rural school divisions and First Nations partner schools. It will also provide teacher candidates with professional experiences from which they will be able to draw in preparation for, and in order to deepen their knowledge of, educational constructs and teaching practices that they will learn more about in their upper year courses and subsequent field experiences.

Learning Outcomes

By the completion of this 0-credit unit course, teacher candidates will:

- Become Familiar with Teacher Certification Competencies of the Saskatchewan Professional Teachers Regulatory Board (SPTRB);
- Gain experience with lesson planning;
- Engage in the lived experience of teaching a lesson;
- Consider what constitutes “evidence” of Teacher Certification Competencies in teacher practice;



- Understand how Teacher Certification Competencies are embedded in the “everyday” professional expectations of teaching;
- Increase awareness of the complex nature of teaching;
- Reflect on one’s personal and professional strengths as a teacher;
- Create plans for developing one’s own professional capacity as a teacher;
- Inquire into the nature of professional practice;
- Develop respectful, mutually supportive and collaborative professional relationships

In order to meet the learning outcomes of this course, teacher candidates will engage in a number of field experience opportunities:

- Observe and interact with students, paying particular attention to student diversity in terms of culture, language, learning styles, and engagement in learning;
- Observe teacher preparation efforts, teaching styles, instructional styles, assessment methods, extra-curricular participation, and relationships with students and other colleagues;
- Be involved in classroom activities by assisting teachers, tutoring individuals, and working with small groups;
- Attend to aspects of the school and the school culture outside of the classroom: playgrounds, staffrooms, extra-curricular events, school events, etc.;
- Create opportunities to observe in at least one unfamiliar teaching area and/or support program;
- Co-plan, and teach at least two written lessons in a placement classroom that have been prepared with a focus on one or more Teacher Certification Competency. Acquire feedback from a partner teacher.
- Use the Teacher Certification Competencies to focus written reflections on observations, participation and the two lessons taught.
- Develop professional identity, gain insight into the realities of classroom teaching, and evaluate career choice.

Class Schedule

Normally, EDST 213.0 will take place over the course of two consecutive weeks in spring term in a rural or First Nations School.

Attendance Expectations

Teacher candidates will attend one orientation seminar on campus prior to the beginning of their placement where they will learn a variety of skills, supported by the EDST 213.0 Field Experience Coordinator. While off campus in their “professional homes” in partner schools, teacher candidates will be punctual in attendance and complete field-based responsibilities as well as participate in the life of the partner school under the guidance of the partner teacher. In addition, teacher candidates will collaborate with the partner teacher to draw upon previous knowledge, skills and resources to co-create and present two written lessons to individuals and small groups and/or the whole class.



Any absences must be communicated to the partner teacher as well as the Field Experience Coordinator prior to 8:30 a.m. on the day of the absence, with acceptable explanations provided.

The University course and program catalogue stipulates, “Regular and punctual attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) Students who neglect their academic work may be excluded from the final examinations.” When applied to this course, this statement shall mean that a student is allowed to be absent from at most 3 hours of class on campus/7 hours of class in schools. When a teacher candidate has been absent without providing the Field Experience Coordinator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. If there are further unexcused absences, the student will not receive credit for the course.

In cases of unacceptable absenteeism, the EDST 213 Field Experience Coordinator can exercise the right to exclude the student from the Essential Conversation, which is a requirement to pass this course. Students having valid reasons for being absent from a class (illness, death in the family, etc.) shall provide the Field Experience Coordinator with appropriate evidence to support the reasons given.

MANDATORY Criminal Occurrence Security Check/Criminal Record Check (COSC/CRC)

Criminal Occurrence Security Checks/Criminal Record Checks (COSC/CRC), with the additional requirement of the vulnerable sector check, are mandatory for ALL teacher candidates who engage in field experience placements.

1. The criminal occurrence security check/criminal record check (COSC/CRC) must be an original document that is **dated within six months** of the start date for field experiences and includes a vulnerable sector check.
2. **You will not be allowed to enter a school for field experiences without a passed COSC/CRC delivered to the appropriate location.**
3. COSCs/CRCs can be obtained from the local city police or the RCMP, and take about two weeks to process by these groups. Programs Office staff suggest that teacher candidates request three originals to retain for future use.
4. The costs for the COSC/CRC are to be paid by the applicant.
5. Verbal reporting of any new criminal charges must be done (no later than two working days after being charged) to the Director of Education in the school division where field experiences are taking place, and this report must be followed immediately by a written report outlining the charges. Relevant circumstances may be included so that the Director or a designate can investigate further.



If You Have a Criminal Record

Teacher candidates with a criminal record are advised to seek advice as to whether they will be eligible to student teach, complete Extended Practicum in schools or teach once they graduate. Teacher candidates who have criminal records are advised to apply for a Record Suspension (Pardon) as soon as possible.

Recommended Resources

For extensive support information on field experiences, visit the College of Education Field Experiences website:

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#FieldExperiences>

Other Recommended Materials

McTighe, J., & Wiggins, G. (2005) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong publications.

Assessment: Pass/Fail

Data for evaluation is drawn from:

Two focused observations
Two focused conversations
Two written lesson plans with summative reflections
Essential conversation with partner teacher

Two Focused Observations

Spend time familiarizing yourself with the Teacher Certification Competencies endorsed by the Saskatchewan Professional Teachers Regulatory Board (SPTRB). During the first week of the course, find two opportunities to observe your partner teacher, or to observe two different teachers, as they teach lessons to individual students, groups of students, and/or the whole class of learners. Using the Teacher Certification Competency Observation Tool provided, consider the extent to which the competencies are being reflected in the observed teaching practice. Write down what you consider to be “evidence” of those competencies. Create at least one question for each of the four Teacher Certification Competency categories (Professional/Personal Competencies, Knowledge Competencies, Instructional Competencies, and Curricular Competencies) brought to mind during the observations that you will explore further with these teachers.



Learning Intent:

- Familiarity with Teacher Certification Competencies
- Consideration of what constitutes “evidence” of Teacher Certification Competencies in teacher practice
- Inquiry into the nature of professional practice

Two Focused Conversations

At least one day after the focused observations have been conducted, set up a time to have a conversation with the teacher(s) you observed. Have a conversation with the teachers about the lesson(s) you observed, and ask them to respond to the minimum of four questions you created. Then ask them to choose one Teacher Certification Competency from each of the four categories (Professional/Personal Competencies, Knowledge Competencies, Instructional Competencies, and Curricular Competencies), and talk about how they develop/demonstrate those competencies in their teaching practice and/or interactions with others. Use the Focused Conversation Guide to help you structure and take notes for these conversations.

Learning Intent:

- Developing respectful, mutually supportive professional relationships
- Understanding how Teacher Certification Competencies are embedded in the “everyday” professional expectations of teaching
- Increasing awareness of the complex nature of teaching

Two Written Lesson Plans with Summative Reflections

Using the lesson plan template provided, co-plan and develop two written lesson plans that you will teach in your field placement school. Your lesson plan should highlight at least two Teacher Certification Competencies on which your partner teacher will focus part of the observation. Have a conversation prior to the lessons with the partner teacher so that the two of you are clear on the focus of the lesson. After teaching the lesson, set up a time to meet to receive feedback on your lesson. At least one day after you have received feedback, write a reflection that addresses the following questions:

- What did you enjoy the most about the experience of planning, teaching the lesson, and obtaining feedback on your practice?
- What did you enjoy the least about the experience of planning, teaching the lesson, and obtaining feedback on your practice?
- Reflect on the feedback you received on your desire to address two Teacher Certification Competencies. What evidence was there in your lesson plan and the teaching of the lesson of these competencies? What thoughts, concerns, or professional questions do you now have about planning, teaching and learning as a consequence of engaging in this work?
- What more could you do to increase your skills, knowledge and self-confidence in these areas?

Learning Intent:

- Developing respectful, mutually supportive professional relationships
- Gaining experience with lesson planning



- Engaging in the lived experience of teaching a lesson
- Reflecting on one's personal and professional strengths as a teacher
- Creating plans for developing one's own professional capacity as a teacher

Essential Conversation

The final formal assessment is based on an essential conversation that takes place between you and your partner teacher on the second or last day of the field experience. This conversation should be scheduled for 30 minutes. During this conversation, you and your partner teacher will review your experiences at the school and reflect on the professional learning that has taken place over the two weeks. In particular, the conversation should touch on the extent to which the learning outcomes of the course have been met in relation to your professional growth as a teacher. During this conversation, your partner teacher should sign the final form that verifies that you have completed all the required activities for this course, and acknowledges that you are able to progress to the next level of study.

Access & Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access & Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact AES at 966-7273 or aes@usask.ca.

The Field Experiences Office has an accommodation planning process for teacher candidates who access AES. The Field Experiences accommodation plan at the College of Education has been developed to support students during their Field Experiences courses (student teaching and internship) who are registered with AES. It is an extension from the plan developed by AES and focuses on accommodating teacher candidates as they are in the schools.

Please make an appointment with the Field Experience team to develop your plan. It is beneficial to make an appointment prior to your field experience course so the accommodation is completed before your time in the schools. For more information, please visit the Field Experiences website at <http://www.usask.ca/education/students/undergraduate/field-experiences.php#ContactUs>

Professional Accountability

Professional Accountability: Supporting College of Education Positive Relationships

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

Please view the College of Education website re: Professional Accountability <http://www.education.usask.ca/fieldexperiences>



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Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Undergraduate Field Experiences Coordinators, Field Experiences Officer, Academic Advisors, College of Education

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>