THE FACILITATOR GUIDEBOOK

2020 - 2021
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Monday, August 17th</td>
<td>Facilitator Orientation – College of Education</td>
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<tr>
<td>August 20th - Dec 11th</td>
<td>422 - 16 week Extended Practicum dates (inclusive of orientation)</td>
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<td>August 20, 21 or div specific</td>
<td>EXPR 422 Orientation Location: Division Facility (date varies by division)</td>
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<tr>
<td>Mid-September</td>
<td>Extended Practicum In-Service for T.C. AND Collaborating Teachers. Facilitator will inform of dates. (Teacher is responsible for following</td>
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<tr>
<td>Sept. 5th</td>
<td>Deadline for withdrawal with full refund</td>
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<tr>
<td>Sept. 15th</td>
<td>Last day to withdrawn from Extended Practicum with 75% tuition credit</td>
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<tr>
<td>Sept 18th</td>
<td>Deadline to submit co-generated UBD #1 to facilitator – prior to teaching it</td>
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<tr>
<td>Sept 24th</td>
<td>Last day to withdraw from Fall Term 1 classes with 50% tuition credit</td>
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<tr>
<td>Mid-late October</td>
<td>In-service – Teacher Candidates only – Dates and location to be provided by Facilitator</td>
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<tr>
<td>Week of Oct 12 – 16th</td>
<td>Midterm assessment completed this week. (It should not be completed prior to week 8).</td>
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<tr>
<td>Oct 16th</td>
<td>Deadline to submit UBD #2 to facilitator</td>
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<tr>
<td>Oct 20th</td>
<td>Midterm assessment submitted to facilitator with all required signatures.</td>
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<tr>
<td>Nov 13th</td>
<td>Deadline to submit UBD #3 to facilitator</td>
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<tr>
<td>Week of Nov 30 – Dec 4</td>
<td>Complete Final Assessment – submit to facilitator for review. Please understand that time may be needed for revisions/additions.</td>
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<tr>
<td>Week of Dec 7th – 11th</td>
<td>Final assessment picked up by practicum facilitator (all signatures should be on all copies that the teacher candidate has made)</td>
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<tr>
<td>Dec 11th</td>
<td>Last Day of Extended Practicum</td>
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<tr>
<td>Dec 11th</td>
<td>Last day to withdraw from Fall Term 1 classes (Practicum) without Academic Penalty (no refund)</td>
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Part A - The Role of the Facilitator

It is the role of the Extended Practicum Facilitator to act as a guide and support for the teacher candidate, to facilitate the relationship between the teacher candidate and cooperating teacher, to support the teacher in his/her mentorship of the teacher candidate, to act as a representative of the College of Education and as a liaison with the school division.
In each of these roles, it is the facilitator’s duty to communicate, collaborate, supervise and support. This encompasses a variety of actions for the facilitator to perform:

### What is the role of the College Facilitator?

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Teacher Candidate-Teacher Relationship</th>
<th>Teacher</th>
<th>College of Education</th>
<th>Division, School, and Students</th>
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<tr>
<td>&gt; Providing feedback and suggestions for improvement on the submitted UBD Unit Plans. (Please see Part B – Extended Practicum Expectations – Unit Planning Requirements)</td>
<td>&gt; Communicating important reminders and instructions about the completion of the Assessment and other important dates and information. &gt; Communicate logistics, policies, and requirements of Extended Practicum. (See Extended Practicum Handbook)</td>
<td>&gt; Emailing the partner teachers and principals highlighting important information regarding the Extended Practicum process. Respond to any teacher questions/concerns in a timely manner.</td>
<td>&gt; Informing the Coordinator of Field Experiences about specific areas of concern. &gt; Communicating teacher candidate difficulties to the Field Experiences Office. (Please see Part D – If Difficulties Arise During Extended Practicum) as it happens.</td>
<td>&gt; Communicating important dates to the school division. &gt; Confirming sub-booking protocols and communicating these to the teachers. &gt; Booking in-service space, meals, etc. (if applicable) Please see Part C – Extended Practicum Orientation and In-Services &gt; Respond to any concerns or questions in a timely manner.</td>
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<td>&gt; Weekly emails of support, reminders, resources, etc.</td>
<td>&gt; Providing electronic written feedback for each formal observation. &gt; Respond to teacher candidate emails, calls in a reasonable time frame</td>
<td>&gt; Planning and implementing the Extended Practicum orientation, to take place before the beginning of the school year. (Please see Part C – Extended Practicum Orientation and In-Services) &gt; Helping the teacher candidate establish teaching and learning goals when needed. &gt; Responding to and addressing any difficulties outlined in the progress report and midterm assessment. Please see Part C – Extended Practicum Orientation and In-Services and Part D – If Difficulties Arise During Extended Practicum)</td>
<td>&gt; Attending Facilitator Orientation prior to the Extended Practicum Orientation &gt; Attending a midterm meeting to share resources, ideas, etc.. with other facilitators and the College.</td>
<td>&gt; Maintaining student learning as the primary focus for teacher candidates and cooperating teachers. &gt; Inviting school division personnel to in-service #2 to discuss division focus, hiring practices, etc.. (Please see Part C – Extended Practicum Orientation and In-Services)</td>
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<tr>
<td>&gt; Planning and implementing an in-service for both the cooperating teachers and teacher candidates focusing on the needs of the pair. (Please see Part C – Extended Practicum Orientation and In-Services)</td>
<td>&gt; Assisting when Difficulties arise and supporting the teacher candidate-teacher relationship. &gt; Assisting teachers and teacher candidates in completing the assessment documents.</td>
<td>&gt; Providing resources and support regarding effective mentorship</td>
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**Communication**

**Collaboration**
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<th>Supervision</th>
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<td>&gt; Conducting two formal observations of the teacher candidate's teaching and more if necessary.</td>
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<td>&gt; Monitoring the Professional Growth Portfolio (PGP) (Please see the Professional Growth Portfolio section in Part B – Extended Practicum Expectations)</td>
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<td>&gt; Ensure teacher candidate is keeping up with requirements including unit plans, lesson plans, etc..</td>
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<td>&gt; If necessary, facilitating the Calibration, Contract and/or Withdrawal process. (Please see Part D – If Difficulties Arise During Extended Practicum)</td>
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<td>&gt; Ensuring that policies/logistics of Extended Practicum are being followed (extra curr., supervision of teacher candidates,)</td>
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<tr>
<td>Support</td>
<td>Providing the teacher candidate with professional and learning resources.</td>
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<td>Scheduling extra visits/formal observations if necessary to aid a teacher candidate's ongoing development (Please see Part D – When Difficulties Arise)</td>
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<td></td>
<td>Planning and implementing an in-service for the teacher candidates, focusing on their targeted teaching and learning needs. (Please see Part C – Extended Practicum Orientation and In-Services)</td>
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<td></td>
<td>Providing additional support in planning and implementation when necessary and/or requested.</td>
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<td></td>
<td>Seek out additional supports and resources.</td>
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<td>Provide College of Education Library info on a regular basis.</td>
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What can “support” look like???

> Answering any questions the teacher candidate and/or teacher may have.
> Providing assistance when needed (assessments, teacher-teacher candidate relationship struggles, issues pertaining to teacher candidate growth and competence, etc.)
> Clarification of requirements, expectations, etc.
> Providing appropriate resources (website links, professional reading, teaching and learning ideas, etc.) to facilitate the Extended Practicum process.
> Co-teaching a lesson with TC or modelling a strategy for the TC.
> Scheduling extra school visits to assist in resolving difficulties.
> Providing encouragement and praise, constructive feedback, etc.
> Finding a balance between being too directive/hands-on and being too unclear/casual.

Too Much Facilitator Support

- Micro-managing the Extended Practicum process
- Strict and inflexible expectations
- “Autocratic”

Not Enough Facilitator Support

- Noticeably absent and/or withdrawn from the Extended Practicum process
- Vague and ambiguous expectations
As mentioned earlier, the role of the facilitator is to support the teacher candidate-partner teacher relationship and to aid in the facilitation of the teacher candidate’s development as an educator. It is vital, therefore, that the facilitator allows the teacher to take the lead and always respect his/her professional judgment in helping the teacher candidate meet the stated requirements and expectations, while at the same time maintaining a healthy balance with support for the teacher candidate. There may be times when the facilitator may need to become more actively involved in the Extended Practicum process. When it is clear that the requirements of Extended Practicum are not being met, despite the best mentorship efforts of both the cooperating teacher and the facilitator, it will be the responsibility of the facilitator to intervene and ensure the teacher candidate is performing to the standards set by the College of Education (Please see Part D – If Difficulties Arise During Extended Practicum).
Part B – Extended Practicum
Expectations

1. Teaching Requirements Timeline

The teacher candidate is expected to complete an intensive sixteen week field study experience. It is the role of the facilitator to provide guidance to the teacher candidate and partner teacher in implementing the progression of the teacher candidate’s teaching responsibilities. **This progression is flexible and should be adjusted to meet the developmental needs of the teacher candidate.**

Facilitator Role: Facilitators are encouraged to send out regular email reminders to the teacher candidates and cooperating teachers throughout the Extended Practicum regarding the progression of expectations, ensuring that deadlines are met, teaching requirements are fulfilled and addressing any concerns.

**Please also refer to Suggested To-Do Checklist and Discussion Topics on our website to use as a guide.**
2. Lesson Planning Requirements

With regards to lesson planning, the teacher candidates are expected to submit lesson plans to their partner teacher throughout their Extended Practicum. At the discretion of the partner teacher, teacher candidate and facilitator, the teacher candidates will move from Detailed to Moderate to Basic lesson plans as the teacher candidate’s planning abilities progress (Please see Extended Practicum Handbook). There is often uncertainty regarding the teacher candidate’s position in this progression, so it is the role of the facilitator to assist in guiding the teacher-teacher candidate relationship to an agreement or compromise based on evidence and a clear and achievable action plan (if necessary). The teacher candidate/partner teacher is encouraged to achieve the plan for movement through the formats together.

**It should be noted that if a teacher candidate prefers to stay on the extended or modified lesson format, then that is acceptable as long as it doesn’t overwhelm the teacher candidate’s planning time and affect other requirements.

Teacher candidates should be reminded that they should keep ALL lesson plans in either a binder or in digital format, so that all parties are able to review them for growth, progress, and evidence for PGP entries.

Facilitator role: As mentioned, it will be the role of the facilitator to guide the teacher candidate and partner teacher through the following steps designed to help clarify the teacher candidate’s readiness for advancement, when necessary. Please contact Field Experiences if there is any uncertainty of lesson planning.

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**Step 1**

The teacher candidate and cooperating teacher conduct an evidence based discussion using the Lesson Plan Assessment Questions as a guide. This will clarify the teacher’s concerns and help determine next steps.

**Step 2**

If the evidence shows that there are areas that need to be addressed before the teacher candidate can progress to the next stage of lesson planning, he/she will work with the cooperating teacher (and facilitator, if necessary) to create an Action Plan to do so.

If the evidence shows that the teacher candidate is ready to move on to the next step in Lesson Planning, he/she may do so.

**Step 3**

If the two parties continue to disagree about the teacher candidate’s readiness for progression, the facilitator will review the Lesson Plan Assessment, the Action Plan, and a sampling of the teacher candidate’s lesson plans and use the guidelines found in Part D – If Difficulties Arise During Extended Practicum to help resolve the disagreement.

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Please note: The teacher candidate’s submission of lessons to the facilitator for observations will be at the stage they are currently using and some lessons may reflect more emergent planning than other lessons.
3. Unit Planning Requirements

To meet the planning needs of the teacher candidate’s teaching responsibilities, he/she will be expected to create 7-10 original or substantially adapted formal unit plans of at least 10 lessons each. Of these, three formal units (using the Understanding by Design model) will be submitted to the facilitator for feedback prior to its implementation. One of these formal units must be infused with FNMI content, perspectives and ways of knowing.

<table>
<thead>
<tr>
<th>UBD Unit #1</th>
<th>UBD Unit #2</th>
<th>UBD Unit #3</th>
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<tbody>
<tr>
<td>➢ Submitted to the facilitator during Week #4 (or sooner).</td>
<td>➢ Submitted to the facilitator during Week #9 (or sooner).</td>
<td>➢ Submitted to the facilitator during Week #12.</td>
</tr>
<tr>
<td>➢ Co-generated with the partner teacher</td>
<td>➢ Because this unit is to be independently created, feedback may be more explicit, thorough and extensive. Feedback for this unit will focus specifically on the teacher candidate’s planning abilities. (Please see Appendix - Checklist for Unit Plans and Appendix - UBD Rubric)</td>
<td>➢ Feedback is not necessary for this unit as it is collected for College records. If desired, feedback should concentrate on progress of teacher candidate.</td>
</tr>
<tr>
<td>➢ Because this unit is to be co-generated with the partner teacher, feedback may be limited and is focused on the teacher candidate’s contributions. Any observations should be general and/or suggestive in nature.</td>
<td>➢ The teacher candidate will resubmit a final draft of his/her unit plan after having implemented</td>
<td>➢ The teacher candidate will resubmit a final draft of their unit plan after they have implemented</td>
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FACILITATOR ROLE:

- Ensure the 3 unit plans:
  - are handed in by deadline (and have been reviewed with the teacher)
  - the first unit is co-generated
  - lesson plans for the unit correspond to the current lesson plan being used (whether TC is at detailed, moderate, or basic stage)
  - Units 1 and 2 are handed in AT LEAST ONE WEEK PRIOR to teaching in order to give sufficient feedback
  - teacher candidate provides the final draft to facilitator after revisions are made
  - Ensure at least one unit includes thoughtful and relevant FNMI contact
  - **ECE UBD units may look somewhat different initially and will include possibilities for the unit (instead of one direction) but this will be finalized
as the needs of the students emerge. (This final unit submitted after feedback and implementation will indicate how the plan was actually implemented.)

- Please consider that the Unit plans are evidence for Bates Award nominations and a starting point for teacher candidates’ consideration of presentations for the WESTcast conference.

Please remember that you, the facilitator, represent the College of Education. Students are required to submit unit plans and the PGP to you. Although it is not necessary to forward these items to the Coordinator of Field Experiences, you must keep the CFE apprised of any developments. Keep these items as it may be necessary to have access to them in case documentation is needed or in case of dispute.
Notes:
4. Professional Growth Portfolio

Throughout their Extended Practicum, teacher candidates will be working towards building competency in the Teacher Education, Certification and Classification (TECC) goals set by the Ministry of Education.

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<tr>
<td>1.1 demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;</td>
<td>2.1 demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;</td>
<td>3.1 demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;</td>
<td>4.1 demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;</td>
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<tr>
<td>1.2 demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners;</td>
<td>2.2 demonstrates knowledge of First Nations, Métis &amp; Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;</td>
<td>3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation;</td>
<td>4.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspectives into all teaching areas;</td>
</tr>
<tr>
<td>1.3 demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners;</td>
<td>2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);</td>
<td>3.3 demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings.</td>
<td>4.3 demonstrates the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways.</td>
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<tr>
<td>1.4 demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.</td>
<td>2.4 demonstrates an understanding of the organizational and legal contexts of schooling;</td>
<td>2.5 demonstrates proficiency in the language of instruction;</td>
<td>2.6 demonstrates ability to use technologies readily, strategically and appropriately;</td>
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<td>2.7 demonstrates ability to strive for/pursue new knowledge.</td>
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<td>2.7 demonstrates ability to strive for/pursue new knowledge.</td>
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The teacher candidates will use these TECC Goals as their personal learning targets in their lessons, observations, professional development, conversations with other teachers, etc. and be regularly recording evidence of meeting these targets in their Professional Growth Portfolio. There will be some choice as to what form this portfolio will
take, but the teacher candidate’s daily entries MUST include:
  > The appropriate TECC target
  > The date and context in which the target was met
  > Specific evidence they have met the target
  > Critical reflection and significance to the teacher candidate’s professional growth
  > The teacher candidate’s next steps and plans for further growth in that area.

The professional growth portfolio will then be used as the basis for the Mid-Term and Final Assessments.
Although all TECC competencies may be addressed in the teacher candidate’s lesson plans at any time, it is highly suggested that the Professional Growth Portfolio should be approached in a scaffolded way. The teacher candidates will begin by focusing solely on the development of their Professional Competencies (PGP 1) for the first two weeks. During Week 3, the teacher candidates will begin to focus on establishing their Knowledge Competencies (PGP 2).

During the first in-service, the teacher candidate and cooperating teacher will be given the opportunity to reflect upon the Instructional (PGP 3) and Curricular Competency (PGP 4) displayed by the teacher candidate during the first four weeks, and establish goals for further growth in those areas.

### Competency Focus

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<th>Week 6</th>
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<td>Curricular</td>
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<td>Knowledge</td>
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The teacher candidate will submit their PGP to the college facilitator at determined intervals throughout their Extended Practicum:

- At both in-services
- During both formal observations
- With unit plan #3
- With the final assessment
- At regular intervals that the facilitator has identified to the TC
FACILITATOR ROLE:

- Ensure teacher candidate is staying on-track with completing PGP (teacher candidate should send the updated version of the PGP Word document)
- Providing support in areas of the competencies that need improvement
- Ensure teacher candidates are using the PGP to drive lesson target goals and improvement in teaching
- Provide direction at orientation and in-services to teacher candidates and partner teachers in completing the assessments using the PGP (mid-term having more focus on #1 and #2).
- Facilitator will ensure PGP is completed and communicate any unfinished PGP to the Coordinator of Field Experiences as soon as possible. (does not have to be submitted to the CFE, but please retain, in case documentation is required).
- The PGP portfolio is available as a Word document, allowing for ease of sharing with the cooperating teacher and the facilitator. It is found at:
  - https://education.usask.ca/students/undergraduate/field-experiences.php#FieldPracticums
Part C – Extended Practicum Orientation and In-Services

Part of the facilitator’s role is to plan and to lead the Extended Practicum orientation, as well as two in-services. Teacher candidate attendance at these in-services is required.

a) Extended Practicum Orientation – prior to the beginning of the school year
b) In-service #1 – approx. third week in September (teacher candidate and teachers)
c) In-service #2 – mid-October

*Unless otherwise informed, it is the responsibility of the facilitator to book facilities for these sessions. Lunch will be provided for the teacher candidates and facilitators (and teachers for the first in-service). It will be the responsibility of the facilitator/school division to arrange this and forward the receipt to education.fieldoffice@usask.ca. Please email education.fieldoffice@usask.ca if you have any questions. When booking lunches for In-Service #1 and #2, please use the University meal rate and ensure meals are $14 or less per person.

For rural in-services, please ensure partner teachers complete a U of S travel expense form and submit these travel forms to education.fieldoffice@usask.ca within 30 days of each in-service date.

**see additional information provided

Facilitator Role:

- Book in-services dates/locations with division (if applicable), email in-service dates and location to education.fieldoffice@usask.ca. Have copies of U of S travel forms for teachers to complete (rural cohorts), submit travel expense forms within 30 days to education.fieldoffice@usask.ca. Ensure lunches are ordered (see above directions).
- Once in-service dates are booked, email partner teachers to introduce yourself and provide the In-services #1 date and that it for them and the teacher candidate. Please do this by the end of August so they can prepare and book a substitute teacher.

a) Extended Practicum Orientation

Prior to the beginning of the school year in August, all teacher candidates are required to attend an orientation led by their facilitator. In the past, these orientations were held at the College of Education; however, in an effort to prevent unnecessary travel for the teacher candidates and facilitators, individual school divisions will now host the orientation.

The purpose of the orientation is to:
Provide an overview of the Extended Practicum process and expectations. Make sure to include areas not included in the guidebook but online (library support, Timeline, PGP and others that are indicated in book)

Clarify the roles and responsibilities of the teacher candidate, partner teacher and facilitator.

Provide guidance and advice for difficult conversations.

Establish a relationship between the facilitators and teacher candidates.

Address the teacher candidates’ questions and concerns.

Discuss the importance of professionalism, social media, self-awareness, critical reflection, managing expectations/time, etc.

Communicate school division policies, expectations, etc.

Address inconsistencies that may occur among Extended Practicum experiences (i.e. prep time, extra-curricular expectations, etc.)

Provide guidance and support for the teacher candidate (Please see Part A - The Role of the Facilitator)

Facilitator role:

- Ensure all material is prepared (including any material to be collected at Facilitator Orientation)
- Lead and prepare agenda for orientation based on the above-mentioned purposes.
- Use Extended Practicum Guidebook and College of Education/Extended Practicum website as the basis for information.
- Communicate to CFE any teacher candidates absent as well as any concern/issues.

b) In-Service #1

The first in-service will be held approx. the third week in September. This in-service is for partner teachers and teacher candidates, and the focus will be on developing the teacher candidate-teacher relationship and the alignment/clarification of expectations.

This in-service should include:

> Explanation/clarification of the Extended Practicum process and expectations:
  - TECC Goals, Professional Growth Portfolio and Assessments
  - Progress Report (see below for more info)
  - Requirements/Expectations
  - Timeline
  - Observations and feedback

> Relationship-focused collaboration (please see the Extended Practicum Handbook)
Communication and clarity in a teacher-teacher candidate relationship.
Professionalism (please see appendix “Professionalism” in this guidebook)
Guidance in teacher candidate mentorship (i.e. when to provide the teacher candidate with more freedom, how to ensure continued teacher candidate growth, etc.)
Reflection of the teacher candidate’s learning and development, and goal setting for future professional growth.
Set up cycle for first observations

As an assessment tool, the facilitator may also wish to have the teacher and teacher candidate examine the components of the Extended Practicum Handbook timeline/To-Do List & Discussion Topics found on the website. This provides a good starting point for reflective conversations and alignment of expectations.

**Teacher candidate Progress Report (see back of guidebook and online):**
During the first in-service, the teachers and teacher candidates will fill out a progress report that will guide their reflection of the teacher candidate’s competencies up to this point, and establish the Next Steps necessary for continuous and consistent improvement. It will be the role of the facilitator to read these progress reports and identify possible areas of concern that will need to be addressed to avoid future problems. It is essential that the facilitator begins a dialogue with the teacher candidate and partner teacher to ensure these concerns do not go unaddressed (Please see Part D – If Difficulties Arise During Extended Practicum for more information).

**Facilitator role:**
- Plan and lead in-service using topics provided above and the Extended Practicum Handbook and Website as a guide.
- Review progress reports, address concerns and forward reports to Greg (COF). (Reports can be copied and mailed or sent electronically.)
- Ensure lunches are ordered (check with Admin support if unsure of process or if division has a different process), travel forms completed and sent to education.fieldoffice@usask.ca (rural locations only).
c) In-Service #2
The second in-service will be held in mid-October and will be attended by the teacher candidates alone. This in-service can be approached as a professional development opportunity for the teacher candidate. Facilitators are encouraged to assess the specific needs and concerns of the teacher candidates and plan the in-service accordingly. **It is strongly recommended that the facilitators request/solicit input from the teacher candidates when planning the in-service.**

Possible topics to address include:
- Student led topics- majority of day should be based on needs of teacher candidates.
- Completing the Midterm and Final Assessment.
- PGP and competencies needing improvement
- Relationship building and communication
- Constructivist teaching and learning
- Assessment ‘for’, ‘of’, and ‘as’ learning
- Student engagement
- Planning across subject areas (subject area integration)
- Infusing First Nations, Métis, Inuit and multicultural perspectives and
- Managing time when full-time teaching

Facilitators are also encouraged to have school division leaders (i.e. directors, superintendents, Human Resources personnel, etc.) attend the in-service and address the teacher candidates regarding hiring practices, division philosophy and policies, etc.

**Facilitator Role:**

Plan and lead in-service based on needs of students; including PGP and assessment support.
Ensure lunches are ordered (check with Admin support if unsure where to order or if division has a different process)

**please note that the additional topics may be added as directed by the CFE, when necessary.**
Part D – If Difficulties Arise During Extended Practicum

The Extended Practicum process can be a stressful and frustrating experience for some teacher candidates and cooperating teachers. As mentioned earlier, part of the facilitator’s role is to guide and support the teacher candidate and the teacher candidate-teacher relationship. This often includes providing extra support when the teacher candidate is struggling, or when the standard mentorship process is unsuccessful.

When this is the case, it is extremely important to be candid and frank about the difficulties and to work out the situation. It is important to specifically identify any particular difficulties the teacher candidate may be experiencing within these areas as soon as they arise, so that these problems can be collaboratively addressed as soon as possible.

Minor difficulties often compound and become significant issues when unaddressed, so early identification and resolution is essential.

In situations like this, it is essential that the following principles are maintained as a priority:

- Establishing and maintaining open, honest AND respectful dialogue.
  Identifying the specific cause(s) of the difficulty, and creating a clear and attainable plan for the reconciliation of the issue.
- Continuing validation of the work and opinions of all parties involved.
- When issues and difficulties remain unresolved, facilitators are to facilitate the Calibration/ Contract/Withdrawal process:
  - Go to the following link and search under the appropriate heading: [http://www.education.usask.ca/fieldexperiences](http://www.education.usask.ca/fieldexperiences)
  - Notify the Coordinator of Field Experience about entering into this process. The CFE works through the withdrawal document.
TC is Experiencing Difficulties

- Conversation occurs between the TC and cooperating teacher regarding the difficulty.
- A plan is put in place to address the area of concern.

Calibration

- A formative and nonjudgmental process used to calibrate behaviour/expectations and get TC growth and development back on track.

Contract

- If the calibration does not resolve the issue, the TC, cooperating teacher, and facilitator create a contract for improvement, which delineates the actions of all parties.
- This contract is an official document signed by all parties and becomes part of the TC's file.

Withdrawal

- If the Contract does not catalyze an improvement, then withdrawal from the extended practicum may occur.
### Relationship-based Difficulties

**What is a Difficulty?**
- Personality conflict between the teacher candidate and co-operating teacher
- The teacher candidate does not accept and/or implement constructive feedback
- One or both of the parties involved is not upholding professional standards of conduct.

**How does the facilitator address this?**
- Always adheres to the codes of professional conduct and encourages all parties to do so as well.
- Helps the partnership develop and maintains an open, honest and respectful dialogue.
- Meets with the teacher candidate and teacher to facilitate a renewed focus on relationship-based collaboration (Please see Extended Practicum handbook).

### Competency-based Difficulties

**Despite the supportive efforts of the teacher, the teacher candidate continues to struggle with one or more aspects of teaching (pedagogy, planning, classroom management, etc.)**

**How does the facilitator address this?**
- Helps the teacher candidate and teacher identify the root causes of the teacher candidate’s struggles, and create an action plan to address these issues.
- Provides resources that may help the teacher candidate solve the problem.
- Provides mentoring guidance to the teacher and, possibly, the teacher candidate.

### Facilitator role:

- Using the process indicated and other components such as progress reports, PGP evidence, and midterm assessment, facilitators will serve a supportive role for this partnership but also monitor any issues that may arise and provides guidance.
- Communicate with CFE any issues that need immediate attention and support from the college.
- Communicate with the CFE any issues that arise that require a calibration and/or contract so guidance is provided.
- Email the CFE with the calibration or contract and keep the CFE updated on its process.

**Communicating when there are difficulties**

Often, the best intentions of being a competent, respectful teacher candidate and a positive, mentoring partner teacher can become strained. Expectations rise, assumptions occur and then resentment can erode the collaborative relationship between the teacher candidate and partner teacher.

As a facilitator, you may have the opportunity to remind the collaborative team of how their different personalities, temperaments and belief systems may affect the working relationship. The first in-service is an opportune time to clarify expectations from both a teacher candidate and partner teacher perspective. Being explicit in determining how the supervision cycle will work for them, expectations about lesson and unit planning, feedback preferences and what each of them needs from the Extended Practicum can lead to better communication.

Some of the contexts in which difficulties can occur are:
- The teacher candidate has a different temperament or personality, which can lead to possible challenges in communication.
- The teacher candidate and cooperating teacher have not set the groundwork for essential expectations around professionalism, attendance at staff meetings, pre/post conferencing times, timeline for completing corrections or assessments, etc., and tension has developed.
- The teacher candidate struggles with efficiency in planning lessons/units and falls behind in having lessons prepared in time for the cooperating teacher to peruse and give feedback on before teaching.
- The teacher candidate plans engaging activities and assignments but neglects to factor in the time commitment for correcting and assessing those activities/assignments.
- Corrections pile up.
- Attendance becomes an issue as well as the possibility of lack of communication around attendance.
- Feelings that commitments are not being honoured (i.e.: time set aside for the supervision cycle, expectations around mentoring, insufficient planning, and disregard for collaborative meeting times...)

If critical conversations are not encouraged, assumptions and feelings of resentment can lead to the teacher candidate feeling misunderstood and anxious, and the partner teacher feeling pressured over perceived lack of engagement or preparation.
Sometimes the need for calibration and contract will arise regardless of these preventative measures, and the facilitator may need to broach the option of calibration and contract.

Part E – Assessment

A) **Importance of the PGP**

During Extended Practicum, assessment and evaluation of professional growth will be continuous. Teacher candidates are expected to continue to collect and analyze evidence of professional growth using the Professional Growth Portfolio (PGP).

Formal written feedback from cooperating teacher(s) (daily, if possible) and from formal visits by Extended Practicum facilitator should be included as 'evidence' of professional growth in the PGP.

Other materials to be gathered as evidence include lesson plans, self-evaluations, peer feedback, and can include (with permission) photos, video clips and examples of work collected from students.

Evidence of progress toward achieving program goals and outcomes, along with developing professional competencies, will be regularly discussed with the partner teacher and during visits with the Extended Practicum facilitator. On a weekly or bi-weekly basis, teacher candidates are expected to identify and discuss with partner teachers one or more particular program goals/outcomes for focused attention and should identify some necessary action(s) to provide evidence of growth.

Because feedback and reflection are required for professional development, pre- and post-conferencing are very important and jot notes from these professional conversations can be included in the PGP. The teacher candidate should be encouraged to take notes of teacher feedback when it is given verbally. He/she doesn't need to rely solely on written feedback from the partner teacher and can use his/her observation notepad to document verbal feedback.

When possible, a cluster of teacher candidates in a school can provide feedback for one another during peer coaching opportunities. Jot notes or more formal written feedback from these opportunities can also be included as evidence in the PGP.
### B) Planning for the midterm assessment.
#### Role of Facilitator:

<table>
<thead>
<tr>
<th>Before: Planning for the midterm assessment (emailed to partner teachers and teacher candidates 1-2 weeks in advance of completing the midterm assessment. Should be covered at In-Service #1)</th>
<th>During: Collaborating on the midterm assessment</th>
<th>After: Interpreting and providing communication around the midterm assessment</th>
</tr>
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<tbody>
<tr>
<td>&gt; Are the partner teachers and teacher candidates aware of what constitutes “evidence”? Have they been made aware of examples of evidence several weeks before completing the midterm evaluation?</td>
<td>&gt; Are the teacher candidates and partner teachers aware that they are encouraged to complete this formative assessment together?</td>
<td>&gt; The facilitator will look for inconsistencies in the midterm assessment, i.e.: specifics are not identified for NY, etc.</td>
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<td>&gt; In their pre-conferencing, have target PGP goals and anticipated evidence been set?</td>
<td>&gt; Are the teacher candidates and partner teachers aware that they have a half day of prep allotted for this task?</td>
<td>&gt; The facilitator will note the areas that have been outlined as a concern. Have clearly written “next steps” been outlined?</td>
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<tr>
<td>&gt; Has critical feedback been shared with the teacher candidate?</td>
<td>&gt; The partner teachers and teacher candidates are encouraged to discuss “next steps” in areas that need further development.</td>
<td>&gt; The facilitator will ask the partner teachers and teacher candidates for feedback after the midterm assessment. Did they feel that it was collaborative? Is there a concern that they would like addressed with the assistance of the facilitator? Remind the partner teachers and teacher candidates of the “When Difficulties Arise” section of the teacher candidate handbook.</td>
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<tr>
<td>&gt; Has the partner teacher been able to see evidence of reflection on and application of that feedback?</td>
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<td>&gt; Has the teacher candidate gathered a variety of examples of meeting/working towards the competencies? (see “formative assessment rubric”)</td>
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</table>
Interpreting and communicating about the Midterm Assessment

1. Teacher candidate gathers evidence that shows the progress so far:
   - PGP examples of evidence and reflections, feedback
   - the facilitator may be asked to provide guidance

2. The teacher candidate and partner teacher complete assessment (they can also use the midterm assessment rubrics found in Extended Practicum handbook to help guide discussion and completion of midterm)

3. Remind the teacher candidate and partner teacher that this assessment is formative, and should be clear on what steps need to be taken to continue professional growth.

4. It is important that the teacher candidate and partner teacher have a shared voice in the midterm. It should reflect areas of strength, and specific areas needing improvement.

5. When you look at the midterm, look for competencies that seem to be supported by a variety of evidence, and competencies that have a “not yet” but are lacking in evidence to support why.

6. If the midterm identifies areas of concern, arrange to have a meeting with the teacher candidate and partner teacher. Be explicit on how, and when, these competencies will be met. Set a time/date for a follow-up meeting.

1. Teacher candidate gathers evidence that shows the progress so far:
   - PGP examples of evidence and reflections, feedback
   - the facilitator may be asked to provide guidance
C) FINAL ASSESSMENT

At the end of Extended Practicum, a final evaluation is completed (see “required reports” on website).

The final evaluation report indicates that the teacher candidate has successfully completed the requirements of the intensive field experience. Cooperating teachers and teacher candidates, in consultation with Extended Practicum facilitators, complete the final report.

This report is an official document that the teacher candidate relies on as documentation of their teaching experience. It gets uploaded digitally to school board websites when the teacher candidate applies for employment.

It is the College’s expectation that the final evaluation is done collaboratively with the teacher candidate and partner teacher. Providing examples of evidence is the responsibility of the teacher candidate. The facilitator may be asked to provide assistance with the final evaluation if some communication challenges exist between the teacher candidate and partner teacher.

Facilitator role:

Do:
> Check over the evaluation for grammar, spelling, verb tense agreement etc.
> Look for alignment of rubric descriptors with written descriptors, as well as evidence of those descriptors, i.e., if the teacher candidate has been given a “highly proficient” in a particular competency on the rubric, does the written evidence offer corroboration?
> Check that the teacher candidate and teacher are able to provide evidence of growth between the midterm and final assessments. If the teacher candidate is performing the same (level, intensity, impact), the ratings should not remain the same.
> Encourage the partner teacher and teacher candidate to remember the significance of the document for future career opportunities.
> If necessary, encourage the partner teacher and teacher candidate to be aware of emotional triggers that have occurred during the Extended Practicum; the final document needs to be reflective of the entire Extended Practicum and should not dwell on any one particular shortcoming or strength.
> Email reminders about expectations for when you would like to pick up the final evaluation from the school.
> Remind teacher candidates to make at least two copies with original signatures so they have a couple for their records.
> Final Assessments must be returned to the College prior to Winter Break (pick up beginning week of December 9, 2019)

Don’t:

> Communicate separately with the teacher candidate and the partner teacher; encourage meeting as a “team” to complete the evaluation
> Forget that the Extended Practicum is 16 weeks and the final evaluation needs to reflect the entire Extended Practicum
Share with partner teacher and Teacher candidate

1. Let's look at your midterm assessment...

6. What is your understanding of “highly proficient, proficient, not yet and not present?”

2. In looking through your PGP, which competencies do you feel you’ve shown significant growth?

5. How do you think you utilized feedback to show improvement in...

3. In looking through your PGP, which competencies do you feel are still areas that you’re targeting for improvement?

4. I noticed that... .... Had you considered....
Part F – Feedback and Observations

Using feedback to communicate

When the facilitator goes to observe a lesson (teacher candidate can email the lesson prior to the day of teaching), ensure the lesson has a PGP focus and that he/she has communicates what evidence of the chosen target is expected.

Discuss with teacher candidate if feedback has been sufficient.

Feedback is one of the key building blocks of becoming a successful teacher. The facilitator has the opportunity to be part of the teacher candidate’s success through giving feedback on the teacher candidate’s progress.

Below are some examples of utilizing the right balance of positive/critical feedback, within the context of being a mentor:

a. Review the teacher candidate’s lessons – ask him/her what goal or PGP competency you should focus on.
   - The teacher candidate and partner teacher should be aware of what the evidence looks like that will demonstrate competency in that PGP target
   - Feedback should be based on the TECC competencies
   - It should be descriptive and specific
   - Feedback will have a greater chance of being implemented if it is part of a collegial conversation where the teacher candidate feels a positive atmosphere
   - Focus on one area, or competency, at a time

b. Encourage the teacher candidate to utilize feedback in preparing/developing original teaching plans

c. If necessary (or requested) plan with the teacher candidate for effective assessment

d. Provide appropriate assistance in helping the teacher candidate meet the diverse learning needs that include accommodations and differentiation
Lesson observations

What are the differences between when a partner teacher is conducting a lesson observation and a Teacher candidate Facilitator is conducting a lesson observation?

1. Let the teacher take the lead
2. Facilitator: take what they’re saying and expand upon it
3. Was there a TECC goal that didn’t get mentioned in the teacher’s feedback that you could comment on?

Do:

- check that components are met
- ask to see previous lesson feedback: binder or digitally organized
- ask the teacher candidate and teacher how that lesson compared to earlier ones: What improvements are you seeing, what strengths are beginning to emerge?
- ask how do both feel about the amount of feedback that is being given?
- UbD – assessment tool

Don’t:

- contradict the teacher
- make the relationship worse for the teacher/teacher candidate
- listen to the feedback given from the teacher and minimize it
- dismiss the teacher candidate’s concern over the amount of feedback being given

UBD Feedback

The facilitator’s role in giving feedback on the units looks differently than the expectations for the partner teachers.

When to give feedback:

There are two possible scenarios that a facilitator could be sharing feedback on a unit:

a) The teacher has not co-generated the unit or has not already given feedback:

This unit may need more formative/constructive feedback to guide the teacher candidate in the College expectations of unit planning.
> What kind of feedback does the teacher candidate need?
> Are the key components of the unit plan completed?
> Does this teacher candidate need some more mentoring from the teacher or yourself in unit planning?
> Are the lesson plans cohesive with the unit? Does the unit address the selected outcomes?

b) The teacher has co-created or given feedback:

- The unit has already been perused and acknowledged by the teacher; therefore, give credence to the teacher’s feedback and time spent on giving feedback.

Next steps with UBD feedback:

a) Reiterate the growth you’ve seen in the unit planning, and your appreciation for the mentorship the partner teacher has given.

b) Ask: how can you, the facilitator, support the teacher candidate/partner teacher with moving forward with unit planning?
   > To the teacher: Do you need me to spend some time with individual unit planning, if your time as a partner teacher is limited?
   > To the teacher candidate: Would you like some assistance in a specific area of the UBD?
     o Essential questions/knowledge/skills
     o Differentiating
     o Resources
     o Assessment

c) Ask: how will you both know that progress has been made in unit planning?
   > Time and preparation on unit planning will become more streamlined
   > Growth in the identification of learning strategies to further differentiate for the diversity in the classroom will be evident
   > Growth in the identification of assessment strategies will be evident
     o More variety in pre-assessment, formative and summative
     o Interesting methods of communicating student achievement will be noted

**PLEASE SEE THE END OF THIS BOOKLET FOR UBD CHECKLIST**
Part G – Important Dates

Please refer to the Extended Practicum Handbook for important dates and in this handbook.

**Facilitator Role:**

- Communicate with the teacher candidate via email the important dates as reminders when appropriate.
- Communicate any dates to teacher and admin. when relevant.
- Ensure your submit travel expense forms and other expenses within 30 days to the Field Office’s Admin support.

Part H- Claiming Expenses

**TRAVEL EXPENSE CLAIM FORM – U of S Rates:**

**Meals:**

- Breakfast $8.00
- Lunch $14.00
- Supper $19.00
- Mileage: .4483/km

**REMINDERS:**

- Remember to include your NSID (university ID) on your claim if you have one; it may be returned without this information.
- Always indicate what week(s) you are claiming. Always include departure and arrival times to and from your home. Again, your claim may be returned or the business office may question the amount you claim for meals.
Please include all hotel receipts. Without hotel receipts, you will not be reimbursed. We don’t require your credit card slip; that is for your own record. If you stay in a private home, you may claim $30.00

+ In the city you may claim mileage, but you may not claim for meals. City claims only need to be submitted monthly. Keep a record of the schools visited and the km-traveled.

+ Remember to sign your claim. It will be returned if there is not any signature.

**Expense Claims for College Supervisors**

1. Supervision expenses:
   - Travel: all mileage will be covered
   - Meals: lunch may be claimed if the supervisor is working in schools outside the town of his/her residence.

2. Expense claims and any other items documents, it is expected that the College Supervisor will mail these documents to the College by regular Canada Post (not courier). Regular postage may be claimed.

3. Attendance at scheduled College Supervisor meetings: it is expected that College Supervisors will attend Orientation meetings and other scheduled meetings.
   - Hotels – if the supervisor needs to come in to Saskatoon the night before the scheduled meeting, a reasonably priced hotel will be paid as indicated by the 2016 Teacher Hotel rates attachment.
   - Meals – reimbursement will be the same as in 1.

**In-service Mileage Claims for Teachers**

1. All teacher travel to in-services must be paid at the university mileage rate of .4483/km

2. For in-service meals please keep lunches at the university rate of $14.00 or under per person. Thank you.
Other areas of communication not already discussed to consider:

There are three levels of communication that are important to the success of the teacher candidate during the Extended Practicum:

**Communication with the College:**

From the teacher candidate

- Sharing the PGP with the facilitator
- Emailing the facilitator when absent
- Participating in in-services
- Planning for facilitator's observation visits
- Letting the facilitator know when communication has become an issue with the partner teacher

From the partner teacher

- Connecting with the facilitator in the first week or two of school to ask any pertinent questions about the expectations of Extended Practicum
- Attending the first in-service in September
- Taking the lead in the supervision cycle with the teacher candidate when the facilitator arranges to formally observe the teacher candidate's lesson
- Being aware of the Extended Practicum timeline and will alert the facilitator to any scheduling conflicts that could arise
- Alerting the facilitator to any attendance issues or professional misconduct issues (after initial conversations with teacher candidate)

From the facilitator

- Regularly sharing pertinent information from the College with the teacher candidate and partner teacher
- Regularly updating the teacher candidate and partner teacher about accessing the College website for forms and important dates
- Offering support (as needed or requested) to the teacher candidate or partner teacher
- Sharing concerns with Field Experiences Coordinator if difficulties have arisen
Communication with the teacher candidate:

From the facilitator:

- sending weekly/bi-weekly “check-ins” to let the teacher candidate know that they’re being thought of
- At the two in-services
- At the two formal observations on-site
- Sharing pertinent feedback on lessons and units
  > Before/during/after a formal observation
  > Through email if asked to peruse and give feedback
  > Giving explicit examples of how to incorporate feedback into future lessons
  > Accepting that there may be a range of support needed during the Extended Practicum (with the possibility of assisting with planning and with communication difficulties with the partner teacher)
  > Asking to look at the PGP at check-ins (based on the schedule that the facilitator communicates)
    o PGPs can be submitted/viewed digitally or in print and will be available at both in-services, formal observations, with unit plan #3 and with the final assessment

From the partner teacher:

- Clarifying expectations around the supervision cycle: try to set a routine for the pre-conferencing, observation and post-conferencing-
  > Was the lesson shared at least a day ahead of time?
  > Was it emailed ahead of time?
  > Was it apparent that feedback was incorporated from previous lessons before teaching the lesson?
  > Were PGP goals identified for the observation?
  > Was critical reflection noticeable during the post-conference?
- As the facilitator, it is important to ensure that the Learning Supervision cycle has been discussed in detail, and that the teacher candidate and partner teacher are aware of possible challenges to finding and maintaining the time commitment.
**Communication with the partner teachers**

*From the facilitator*

- Weekly/bi-weekly “check-ins” to let the teacher know that it’s okay to ask questions
- Contact partner teacher as early as possible about attendance expectations
- Topics of discussion at the first in-service; allow for questions
  > If the teacher is unfamiliar with the TECC competencies, they can be reminded that this is a PD opportunity for them to learn about the expectations of being licensed as a teacher
- Possible areas where the teacher candidate may need support
- Continued support and appreciation communicated to the teachers
- Framing support in the shape of questions:
  > How are the students responding to him/her
  > Are there any areas that I could support you in (i.e.: help with unit or lesson planning, connect with resource people...)
  > How are the PGP targets coming? Do you have any questions about the TECC competencies and how they relate to the assessments?
  > When the facilitator reviews the record of lesson plans, does the teacher candidate know what evidence could be provided to reflect that PGP target?
- Sharing important information from the College about assessment, when difficulties arise, Bates awards...
- Sharing pertinent information about completing effective midterm and final assessments
- Explaining how to submit all of the teacher candidate’s unit plans to the Field Experience Office at the end of the Extended Practicum process (create a zip file)
- Sending in all Bates reference letters at once to education.fieldoffice@usask.ca.

- **N.B.: Sharing requirements of the assessment and evaluation and their return.**
  That is:
  The College of Education is moving towards getting all documents in electronic format. Therefore, we ask
  > the partner teacher to fill in the final evaluation online - template for final assessments can be found under the section Extended Practicum – Assessment and Evaluation on the CoE – Field Website. The teacher candidate will then fill in their part under the section teacher candidate's self-assessment. The partner teacher will print 2 copies of the report – SINGLE SIDED. The teacher candidate will then be responsible for getting both copies signed by all parties (principal, partner teacher and teacher candidate) and forwarding them to the facilitator for final signing.
  > The teacher candidate should then receive a copy of the final report with all signatures present.
  > The facilitator will then bring back the other original evaluation report, complete with all signatures.
The facilitator should then arrange to have all the teacher candidates’ evaluations scanned within the school facility itself. Each student’s evaluation should be scanned into a separate PDF file, verified that all pages (both sides if need be) have been scanned properly and that they are in a proper format. The file naming convention used should conform to the following standard:

- **Lastname_Firstname_StudentNumber_Extended_Practicum_422 or 425_MMMYYYY**

These verified scanned evaluations should then be zipped and sent via email to the field office admin staff at education.fieldoffice@usask.ca along with a checklist of students under each facilitator. Checklist should indicate if the assessment has been mailed, grade (P,F,IP), and if the assessment was not mailed, what is the status of it.

The facilitator will then bring back the original evaluation reports complete with all signatures to the field office for a backup until the scans are verified.

- Again, the Official Final Evaluation MUST be signed by partner teacher(s), the teacher candidate, the school principal and the facilitator.

- This final evaluation report is an official document on which the teacher candidate relies as documentation of his/her teaching experience. It is the teacher candidate’s responsibility to ensure they have a copy of their final assessment with all signatures present for their files for job application purposes.

**IMPT:** It is the responsibility of the teacher candidate to make sure they have a copy of this assessment fully signed by all parties for their files when they are applying for positions with school boards.
From the teacher candidate

- Implementing the supervision cycle where both the teacher candidate and partner teacher know when they are meeting to pre-plan, peruse an upcoming lesson, give feedback or problem solve an issue with a student.
- What TECC competencies the partner teacher could observe and give feedback on during a lesson.
- Showing the partner teacher the PGP to keep the teacher updated on reflections and TECC goals and competencies.
- There is an appendix in the STF’s “Taking Your Place in the Professional Community” that could be a conversation starter for where the teacher candidate feels he/she may need some assistance.
Communication through the PGP
The PGP is still the key means of communicating that evidence of growth is occurring during the Extended Practicum. The teacher candidate has some choices on how to input evidence of growth and meeting the TECC competencies. Please see the Extended Practicum Guidebook or our website.

When the facilitator goes to observe a lesson, he/she will ask to see the PGP to assess which goals have been a focus, what the anticipated evidence for the PGP goal will be, what the teacher candidate’s reflections are and what “next steps” have been identified. The facilitator will also ask to see it at the two in-services, and at other times during the Extended Practicum (for example, at two week “check ins”).

It is encouraged that PGP reflections be completed on a daily basis as it is a valuable tool for keeping track of evidence and reflections for the mid-term and final assessment. The PGP may also have some value when applying for employment, if the employer asks for specific examples of how diversity was accounted for, or how FNMI was infused into lessons.

You are not expected to give feedback on their PGP but to use it as the base of communicating expectations for lessons, units, and their assessments.
CLOSING

The Facilitator Guidebook covers the main requirements and components of the Extended Practicum and the role of the Facilitator. Please also refer to our website and the Teacher candidate Guidebook on certain areas as indicated in this guidebook.

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

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Karen Chizek
Field Experiences Admin Support
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education.fieldoffice@usask.ca
306-966-7736
# Extended Practicum Progress Report

<table>
<thead>
<tr>
<th>Teacher candidate:</th>
<th>Date:</th>
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<th>Partner Teacher:</th>
<th>Facilitator:</th>
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## 1. Professionalism

**1.1** the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities

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<th>On Target:</th>
<th>Strengths:</th>
<th>Areas of Concern:</th>
<th>Next Steps:</th>
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**Areas of Concern:**

1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners

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**Areas of Concern:**

1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners

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**Areas of Concern:**

1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer

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**Areas of Concern:**
## 2. Knowledge

### 2.1 demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;

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<tr>
<th>On Target:</th>
<th>Strengths:</th>
<th>Areas of Concern:</th>
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### 2.2 demonstrates knowledge of First Nations, Metis, and Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;

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<th>Next Steps:</th>
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### 2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);

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<th>On Target:</th>
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### 2.4 demonstrates an understanding of the organizational and legal contexts of schooling;

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### 2.5 demonstrates proficiency in the language of instruction;

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<th>Strengths:</th>
<th>Areas of Concern:</th>
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### 2.6 demonstrates ability to use technologies readily, strategically, and appropriately;
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2.7 demonstrates ability to strive for/pursue new knowledge.

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<th>On Target:</th>
<th>Strengths:</th>
<th>Areas of Concern:</th>
<th>Next Steps:</th>
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<tr>
<td>3. Instructional</td>
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<tr>
<td>3.1 demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;</td>
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<td>3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation;</td>
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<td>3.3 demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings.</td>
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<th>Progress to date:</th>
<th>Next Steps:</th>
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<th>4. Curricular</th>
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<tr>
<td>4.1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education</td>
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<tr>
<td>4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas</td>
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<tr>
<td>4.3 the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways</td>
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<th>Progress to date:</th>
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Appendix - Checklist for Unit Plans

Stage 1: Identify Desired Results
✓ Broad Areas of Learning: Identify how the BAL are incorporated in unit? (Authentic statement. Cutting and pasting from the curriculum document provides a statement that is too broad.)
✓ Cross Curricular Competencies (CCC): Identify how this unit will promote the CCCs? (Cutting and pasting is not acceptable.)
✓ Learning Outcomes
  o Identify relevant goals the unit will address with curriculum designations (e.g. IN2.1)
✓ Enduring Understandings
  o Identify the desired understandings about the big ideas that the students will gain from this unit
  o Identify predictable misunderstandings
✓ Essential Questions
  o Identify the provocative questions that will foster inquiry into the content
  o Questions are open ended
  o Questions stimulate thought and inquiry
  o There is a direct link to the content of the enduring understanding
✓ Knowledge
  o Identify the knowledge students will acquire
  ✓ Content comes from indicators and addresses pre-requisite knowledge the students need to be successful in the assessments.
  o What will the students need to know by the end of the unit?
✓ Skills
  o Identify skills/behaviours students will acquire and exhibit throughout the unit
  o What will the students be able to do by the end if the unit?

Stage 2: Assessment Evidence
✓ Performance Tasks: to demonstrate understandings, knowledge, and skills.
  o Tasks are authentic
  o Criteria to assess understanding is developed (rubric)
  o A test is not a performance task
✓ Other Evidence
  o Identify evidence that will be collected to demonstrate student achievement/growth
    • Formative assessments are planned
    • Summative assessments are planned
✓ Assessments reflect the identified outcomes, skills and knowledge of the unit
✓ Student Self-Assessment: Identify how students will reflect or self-assess their learning
✓ Identify how communication with students and parents will be supported

Stage 3: Learning Plan:
✓ Teaching and Learning experiences to be used:
  o Learning plan is detailed and descriptive
  o Alignment with Identified Desired Results in Stage 1 (Curricular Outcomes, Enduring Understandings, Essential Questions)
  o Experiences are connected to assessment tasks identified in Stage 2
  o Identify plan to engage students at the beginning of the unit
  o Learning Activities
    • Detailed step-by-step learning experiences identified for each lesson.
• Formative and/or summative assessment identified for each lesson
• Includes:
  • CCCs connections
  • Resources
  • TECC Personal Goal

Stage 4: Assess and Reflect
✓ The teacher candidate has provided evidence of assessment and reflection in the following areas:
  o Required Areas of Study:
    • Alignment between outcomes, assessments, and learning experiences
  o Adaptive Dimension
    • Purposeful adjustments have been made to the curriculum content, instructional practices and the learning environment
    • The learning needs and diversities of all students are being met
  o Instructional Approaches:
    • A variety of teacher directed and student centered instructional approaches are used
  o Resource Based Learning:
    • Students have access to various resources on an ongoing basis
  o FNMI Content and Perspectives have been infused into the unit plan
  o Gender Equity/Multicultural Education: Diversity will be nurtured and promoted while honoring each child’s identity
  o Handouts, questions, student reflections, etc. are planned
✓ Professional Growth Portfolio Goals are embedded into the unit plan and lesson plans
## Appendix - Understanding by Design Unit Planning Rubric

<table>
<thead>
<tr>
<th>Target</th>
<th>Not Present</th>
<th>Beginning</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Mastery</th>
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<td>The student has utilized the UbD format and backwards planning philosophy.</td>
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<td>The Unit Plan displays appropriate connections to a specific K-12 Sask Curriculum, including Outcomes and Indicators (or Objectives), as well as assessments for each lesson.</td>
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<td>The Unit Plan includes an in-depth explanation of the unit rationale (connections to Broad Areas of Learning Cross-Curricular Competencies, and Learning Outcomes) as well as the Learning Targets that your students will be working towards (Enduring Understandings, Essential Questions, required knowledge and skills)</td>
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<td>The Unit Plan includes a detailed assessment plan that describes how you will know if your students have met their learning targets and includes both formative (Assessment FOR Learning) and Summative (Assessment OF Learning) Assessments.</td>
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<td>The Learning Plan includes detailed, step-by-step learning activities that include Desired Outcomes, Assessment Evidence and Learning Plan for each lesson.</td>
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<td>The Unit Plan focuses on student-centered learning (hands-on, authentic, constructivist, promoting active learning).</td>
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<td>The Unit Plan includes Indigenous perspectives, content and ways of knowing</td>
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<td>The Unit Plan is intellectually rigorous, engaging to ALL students, and focused on the development of student understanding</td>
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<td>The student has included a self-assessment and reflection of the unit in which the curriculum connections, differentiation plan, instructional approaches inclusionary practices are explained in detail.</td>
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Comments:
Appendix – Professionalism

At the heart of professionalism are respect, trust, and communication. Avoiding conversations about difficult situations does not resolve them. Addressing problematic situations early decreases the likelihood of escalation into serious conflict.

Guiding Professionalism

There are several sources of documents which guide professionalism and ethics. The Saskatchewan Teachers Federation has three kinds of codes: Code of Professional Ethics, Code of Conduct, and Code of Competence. The Saskatchewan Professional Teachers Regulatory Board has statements about Conduct and Competence and, in fact, has the power to regulate the conduct of the licensee (certified teachers) by establishing rules of practice and standards of conduct, which are enforceable through a discipline process. As a student of the University of Saskatchewan, the teacher candidate has a Professionalism section (College of Education) to consult and to follow. The Canadian Teachers Federation also may serve as a guide and has published a very useful document about technology and media (Cybertips for Teachers).

In addition, knowing the expectations for Extended Practicum will help to prevent situations that could become problematic.

These resources may be found at the following websites:

- [http://www.usask.ca/education/students/professionalism.php](http://www.usask.ca/education/students/professionalism.php)
- [https://www.stf.sk.ca/teaching-saskatchewan/teacher-professionalism/codes-standards](https://www.stf.sk.ca/teaching-saskatchewan/teacher-professionalism/codes-standards)

Tips for Holding Courageous Conversations

1. Avoid assumptions
2. Think
   - about what has gone on
   - about what the real problem is
   - about whose problem this really is
   - about what you (collective you) need to do
   - about what it will take to move forward
3. Choose the right environment
   - a location that is private and comfortable is preferable
4. **Straight talk**  
   - honest, open, direct communication is desirable

5. **Adult to adult**  
   - avoid talking down to the other person

6. **Body Language**  
   - what is your body language saying? Avoid being perceived as aggressive, defensive, or closed

7. **Allow the person to have an emotional reaction, but don’t make that reaction the focus of the conversation.**

8. **Avoid blame**  
   - be inquisitive and investigative – what went wrong? Why?

9. **Listen**  
   - there are two people involved in the conversation (and also two perceptions)

10. **Positive ending**  
    - aim for finishing positively

Teacher candidates *do* require a reminder about professionalism and how professional ethics must guide their interactions.