



College of Education

## **EDST 321.3 FIELD STUDY HANDBOOK FALL 2019**

**More information on the College of education website (CoE Website)**

<https://education.usask.ca/students/undergraduate/field-experiences.php#FieldExperiencesOverview>

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## INTRODUCTION

This Field Study Handbook and the associated Field Experience Syllabus are intended to support teacher candidates' induction into the teaching profession as part of the Bachelor of Education program from the University of Saskatchewan (U of S).

U of S College of Education Field Practicums are delivered in a variety of ways, depending on year in the program and program type (Indian Teacher Education Program/ITEP, Saskatchewan Urban Teacher Education Program/SUNTEP, and four year Direct Entry program). Overall goals, however, remain the same: to unite theory and practice, to connect course work and field study, and to support teacher candidates in deepening their understanding of the important work that teachers do in classrooms, schools, and local as well as global communities.

Field Study components of the current program actualize the belief that field practicums should take place throughout the program, with continuous work in schools closely connected to work in the College. Teacher candidates are involved early in productive observations and supported teaching in schools within a framework provided by the courses EDST 321.3 (Field Experience: Learning in Context) and EDST 322.3 (Field Experience: Relational Curriculum-Making in Practice, Planning, Adapting and Assessing). In this way, teacher candidates can expediently attend to aspects of their professional portfolio. This dynamic exposure to life in schools is intended to illuminate and motivate the development of competencies that teachers require as well as offer deep reflection regarding career choices.

While the language of early Field Study has moved away from terms like “student teaching” to “Field Practicum”, the language regarding the extended practicum module has also changed. “Field Experience Professional Extended Practicum” is the title of the current course EXPR 422.15.

In the fall of 2019, Direct Entry students take EDST 213.0 at the end of their second year, EDST 321.3 and 322.3 in their third year in the College, with EXPR 422.15 occurring in their fourth and final year.

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## **SASKATCHEWAN TEACHER CERTIFICATION COMPETENCIES**

Competencies in four areas are outlined by the Saskatchewan Ministry of Education, establishing categories in which skills must be developed prior to teacher certification in this province. These competencies, approved by the Saskatchewan Ministry of Education's Teacher Education, Certification and Classification (TECC) Board, are listed below. They have been utilized as goals and outcomes for the Professional Growth Plan teacher candidates will complete as part of EDST 321 and 322 field experiences (see Appendix A).

### **Professional (Personal) Competencies**

- Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;
- Demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners;
- Demonstrates a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners; and
- Demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.

### **Knowledge Competencies**

- 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;
- Demonstrates knowledge of First Nations, Metis & Inuit culture and history (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;
- Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);
- Demonstrates an understanding of the organizational and legal contexts of schooling;
- Demonstrates proficiency in the language of instruction;
- Demonstrates ability to use technologies readily, strategically and appropriately;
- Demonstrates ability to strive for/pursue new knowledge.

### **Instructional Competencies**

- Demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;
- Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
- 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.

### **Curricular Competencies**

- 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;
- Demonstrates the ability to incorporate First Nations, Metis, and Inuit knowledge, content and perspective into all teaching areas; and
- 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.

THE ROLE OF THE TEACHER CANDIDATE					
<i>Inquire and Collaborate</i>		<i>Increase Responsibilities</i>		<i>Discuss and Reflect</i>	
Beginning (First 2 weeks)	<ul style="list-style-type: none"> <li>-Initiate a conversation with your partner teacher and administrator about their roles in the school community (1.1)</li> <li>-Inquire about a tour of the school on the first day in the school</li> <li>-Use some place-based thinking, and make time to walk around the vicinity of the school and surrounding community. Take note of the following:               <ul style="list-style-type: none"> <li>How do the surroundings affect the students and the school?</li> <li>How would the community be useful in your lesson planning?</li> </ul> </li> <li>-Inquire about the various roles in the school (administrators, secretary, resource and support personnel, librarian, EA's, caretakers, etc.)</li> <li>-Be open to, and plan for, possible participation in extra-curricular events, PD opportunities, supervision, etc. (clarify the expectations around supervision and staff meetings).</li> <li>-Compose and send an introductory email or letter to the parents of the students</li> </ul>	Beginning (first 2 weeks)	<ul style="list-style-type: none"> <li>-Ask your partner teacher what you can be responsible for within the lessons (i.e., distributing handouts, collecting assignments, organizing groups, etc.). (1.2)</li> <li><i>What is the intention of what you are doing?</i></li> <li>-Work with students, or groups of students, that your partner teacher has suggested you work directly as a learning support. (1.3)</li> <li><i>What does prior experience have to do with how you interpret student behaviour and learning?</i></li> </ul> <p>Be cognizant of how many professionals may already be interacting with the student: speech pathologist, learning assistance teacher, EA, medical facilitator...and remember to be ethical in your discussions outside of the classroom.</p>	Beginning (first 2 weeks)	Discuss the school and classroom culture, personal philosophy of teaching, classroom routines, division goals and philosophy, etc.

<p>Be cognizant of student privacy when engaging in conversations. Talk to your partner teacher about pertinent background information. Look for opportunities to use your observations and reflections in your University classes.</p>	<p>you will be working with (1.1, 1.2, 2.5)          -Research the history and socioeconomic demographics of the school and the community you will be working in (2.1)          -Observe and record your reflections pertaining to what you have learned about the students (names, interests, family backgrounds, strengths, supports, etc.) (1.1)  <i>-How have your observations been valuable in understanding your students' needs and identities?</i>  <i>-What is the significance of different learning contexts in the social, emotional, physical and cognitive development of the students? (home, community, classroom)</i>  <i>-How could this knowledge inform your planning, assessment and teaching?</i>          -Sketch floor plans of different classrooms and describe possible factors that may contribute to why certain organizational features exist in different classrooms.          -Share personal experiences and the importance of re-examining assumptions</p>				
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	based on previous experiences.				
Middle (September – October)	<ul style="list-style-type: none"> <li>-Determine, and arrange for, a variety of experiences in different grade levels and subject areas. (2.3)</li> <li>-Utilize information you've received from resource or support personnel about planning for, and implementing adaptations that can be made for specific students who need additional support (1.2, 1.3)</li> <li>-Share some pertinent information and knowledge gained from the College of Education, with your partner teacher. (1.2, 1.4).</li> <li>-Have a conversation about your unique strengths and background.</li> </ul>	Middle (September-October)	<ul style="list-style-type: none"> <li>-Collect FNMI resources to be used in upcoming teacher-led lessons (by your partner teacher or another teacher you are observing). (2.2, 1.3)</li> <li>-Be willing to set up technology for teacher-led lessons (Powerpoint, Smart Board, document camera, etc.) (2.6)</li> <li>-Be willing to take on teaching responsibilities within the teacher-led lessons (i.e., taking up questions, leading discussions, conferring, mini-lessons related to the topic of the larger lesson, assisting specific students, etc.) (1.2, 2.5)</li> <li>-Ask the teacher if there are some visuals that you could create that would assist with an upcoming lesson <ul style="list-style-type: none"> <li>-Take note of situations where the student may appear to be isolated because of language challenges</li> <li>Take note of situations where negative behaviours may result due to misunderstanding of language or "being bored"</li> </ul> </li> <li>-Use an outline of an upcoming lesson your partner teacher will be teaching and find ways to incorporate technology into the lesson. (2.6, 2.7)</li> </ul>	Middle (September – October)  How have your observations been significant in changes to your teacher identity?	<ul style="list-style-type: none"> <li>-Inquire and discuss lifelong learning through reflective conversations with your partner teacher; pay attention to how your partner teacher models critical examination of practice, etc.</li> <li>-Build your teacher identity through professional conversations about: <ul style="list-style-type: none"> <li>-teaching philosophy</li> <li>-professionalism</li> <li>-relationship building with students, staff, parents, and the community</li> <li>-student learning</li> <li>-inclusive education</li> </ul> </li> </ul>

			<p>-Scaffold the teaching of lessons. (1.2)</p> <ul style="list-style-type: none"> <li>-TC ask the teacher to arrange for mini-lessons that the TC can teach.</li> <li>-TC ask the teacher for opportunities for small group and one-on-one instruction.</li> </ul>		
End (November)	<p>-Review the teaching requirements for 321, and do some pre-planning with your partner teacher as to what this may entail., and what possible timeline you may be looking at (2 formal lessons in November). (1.2, 2.5, 1.4)</p> <ul style="list-style-type: none"> <li>-Co-plan the lessons with your partner teacher, including conversations about the curricular goals, identifying teaching (PGP) targets, assessment and instructional strategies that you may want to consider, or that your partner teacher may suggest.</li> <li>-Ask for growth-focused feedback from your partner teacher after you have taught the lessons.</li> </ul>	End (November)	<p>-Design and implement formative assessment strategies for teacher-led lessons (incorporate ideas from your course work, or strategies that you have observed).</p> <ul style="list-style-type: none"> <li>-Plan centers, enrichment or supplemental activities for a particular topic of theme.</li> <li>-Be aware of how your partner teacher is scaffolding in the teaching of lessons (1.2) <ul style="list-style-type: none"> <li>-Co-teach and team teach with your partner teacher</li> <li>-Teach from sub plans that your partner teacher has constructed; utilize some risk-taking in teaching from the sub plan without prior preparation</li> </ul> </li> <li>-Plan initial lessons based around your strengths and interests.</li> </ul>	End (November)	<p>-For the two lessons that you teach, facilitate a post-lesson reflective conversation focused on what you learned about your teacher identity. Guiding questions may include:</p> <ul style="list-style-type: none"> <li>- What did you notice about your own reaction to being in front of a class?</li> <li>- What did you notice about how your students learn?</li> <li>- What did you learn about teaching from this lesson?</li> <li>- How would you describe your teaching style in this lesson? Does this align with your beliefs about teaching and learning?</li> <li>- Think about the learning styles that are being targeted in your activities. Are there any students who may be unsuccessful with the activity you planned?</li> </ul>

<b>THE ROLE OF THE TEACHER (AND ADMINISTRATORS)</b>					
<i>Direct</i>		<i>Delegate</i>		<i>Discuss and Reflect</i>	
Beginning (first 2 weeks)	<ul style="list-style-type: none"> <li>-Help the TC involve himself/herself in the community (1.1)</li> <li>-Greet the TC and give him/her a tour of the school on the first day in the school</li> <li>-Introduce the TC to the people in various roles in the school (administrators, secretary, resource teacher, librarian, EAs, caretakers, etc.)</li> <li>-Encourage participation in extra-curricular events, PD opportunities (days may not coincide), supervision, etc.</li> <li>-Review the TC's introductory email or letter to the parents of the students they will be working with (1.1, 1.2, 2.5)</li> <li>-Give the Tc opportunities to research the community context in which they will be working (history, socioeconomic demographics of the school and community, family backgrounds, community culture, etc.) (2.1)</li> <li>-Guide the TCs in learning about the students (names, interests, family backgrounds, strengths, supports, etc.) (1.1)</li> </ul>	Beginning (first 2 weeks)	<ul style="list-style-type: none"> <li>-Assign the TC logistical responsibilities within your lessons (e.g., distributing handouts, collecting assignments, organizing groups, etc.) so that they become more comfortable moving around the classroom. (1.2)</li> <li>-Assign students or groups of students for the TC to work with directly as a learning support. (1.3)</li> </ul>	Beginning (first 2 weeks)	<ul style="list-style-type: none"> <li>-Discuss the school and classroom culture, personal philosophy of teaching, classroom routines, division goals and philosophy, etc.</li> </ul>

<p>Middle (September – October)</p>	<p>-Assist the TC by arranging a variety of experiences in different grade levels and subject areas. (2.3)          -Instruct the TC to brainstorm and implement adaptations that can be made for specific students who need additional support. (1.2, 1.3)          -Ask the TC to share with you their learning from the College of Education courses. (1.2, 1.4)</p>	<p>Middle (September – October)</p>	<p>-Have the TC collect FNMI resources to be used in upcoming teacher-led lessons (2.2, 1.3)          -Instruct the TC to set up technology for teacher-led lessons (Powerpoint, Smart Board, document camera, etc.) (2.6)          -Assign the TC teaching responsibilities within the teacher-led lessons (e.g., taking up questions, leading discussions, conferring, mini-lessons related to the topic of the larger lesson, assisting specific students, etc.) (1.2, 252)          -Outline an upcoming lesson and have the TC find ways to incorporate technology into the lesson. (2.6, 2.7)          -Scaffold the teaching of lessons (1.2)          -Arrange for mini-lessons that the TC can teach.          -Arrange opportunities for small group and one-on-one instruction.</p>	<p>Middle (September – October)</p>	<p>-Model lifelong learning through reflective conversations with the TCs, modelling critical examination of practice, etc.          -Assist in the development of the TC’s teacher identify through professional conversations about:         <ul style="list-style-type: none"> <li>- teaching philosophy</li> <li>- professionalism</li> <li>- relationship building with students, staff, parents, and the community</li> <li>- student learning</li> <li>- inclusive education</li> </ul> </p>
<p>End (November)</p>	<p>-Provide mentorship and guidance to the TC in meeting the teaching requirements (2 formal lessons in November) (1.2, 2.5, 1.4)          - Co-plan the lessons with the TCs, including conversations about the curricular goals, identifying teaching</p>	<p>End (November)</p>	<p>-Instruct the TCs to design and implement formative assessment strategies for teacher-led lessons          -Scaffold the teaching of lessons (1.2)              -Co-teach and team-teach with the TC          -Have the TC teach from sub plans when applicable.</p>	<p>End (November)</p>	<p>-For the two lessons the TC teaches, facilitate a post-lesson reflective conversation focused on what the TC learned about his/her teacher identity. Guiding questions may include:         <ul style="list-style-type: none"> <li>-What did you notice about your own reaction to being in front of a class?</li> </ul> </p>

	(PGP) targets, assessment and instructional strategies that the TC may want to consider -Observe the lesson and provide growth-focused feedback to the TC.				-What did you notice about how the students learn? -What did you learn about teaching from this lesson? -How would you describe your teaching style in this lesson? -Does this align with your beliefs about teaching and learning?

<b>THE ROLE OF THE 321 COORDINATOR</b>	
<b>Placement</b>	<ul style="list-style-type: none"> <li>communicate school placements to teacher candidates</li> <li>disseminate information to administrators, partner teachers, and teacher candidates (handbook, teacher candidate assessment form, dates, expectations)</li> </ul>
<b>Field Liaison</b>	<ul style="list-style-type: none"> <li>liaise between the partner school and the College of Education, including on-campus instructors</li> <li>maintain regular communication with field partners, teacher candidates, and Field Experiences Coordinator</li> <li>visit each candidate in the field a minimum of 2 times</li> <li>support teacher/teacher candidate team in the process of observation and reflection and understanding of the TECC competencies</li> <li>support teacher candidates and partner schools in following the process of the STF Code of Ethics if issues arise (the intention is to reach a solution for an identified problem)</li> <li>communicate with Coordinator of Field Experiences to collaboration in possible solutions</li> <li>facilitate formation of a calibration plan as needed</li> </ul>
<b>Classroom/School Involvement</b>	<ul style="list-style-type: none"> <li>provide assistance to the teacher-teacher candidate team for intentional observation (how the teacher observes the TC), individual/small group work with students, lesson planning, assessments and other aspects of teacher planning</li> <li>monitor submitted co-planned lessons with reflections (4 required)</li> </ul>
<b>Seminars</b>	<ul style="list-style-type: none"> <li>create and deliver orientation and seminars, upon consultation with Field Experiences team</li> <li>focus on lesson plan and instructional strategies</li> <li>create and facilitate individual/small group workshops as teacher candidate needs emerge (for example, extra work with PGP entries, formulation of a lesson plan, possible grade-alike or subject-alike groupings)</li> </ul>
<b>Professional Growth Portfolio</b>	<ul style="list-style-type: none"> <li>introduce the Saskatchewan Teacher Education Certification and Classification Competencies (referred to as the TECC competencies) to teacher-teacher candidate team</li> </ul>

	<ul style="list-style-type: none"> <li>• provide assistance in understanding, implementing, and completing components of the PGP and its format (paying particular attention to critical reflection)</li> <li>• facilitate the understanding between teachers and teacher candidates that the PGP entries are used as a component for completion of the assessment form (in-school work may be required)</li> <li>• monitor submitted PGP entries (11 entries, minimum) – at least one entry in each of the first two categories (Professionalism and Knowledge)</li> </ul>
<b>Essential Conversation</b>	<ul style="list-style-type: none"> <li>• plan, schedule, and conduct Essential Conversations at the end of term</li> <li>• collect final assessments; scan them to forward to the Field Experiences office – <a href="mailto:education.fieldoffice@usask.ca">education.fieldoffice@usask.ca</a>, as per instructions for naming</li> </ul>

## FIELD PRACTICUM PROGRAM REQUIREMENTS

Please see sections under CoE website:

<https://education.usask.ca/students/undergraduate/field-experiences.php#FieldExperiencesOverview>

Current Syllabus for EDST 321: Field Experience Learning in Context

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

### Learning Outcomes:

Upon completion of the course, students will be able to:

- ❖ develop TECC competencies through field experience and seminars
- ❖ demonstrate professional understandings through description of active participation in a wide range of activities within the life of the school
- ❖ illustrate ability to engage with students, colleagues, parents and administrators
- ❖ identify deepening perspectives on education and the community as well as the role of the school in society
- ❖ conceptualize professional identity with particular insights into the realities of classroom teaching and the needs of the profession aligned with personal skill set

### Deliverables / Requirements

- ❖ 4 lesson plans – detailed format (UbD)\*
- ❖ 11 PGP entries – one for each of the TECC competencies in Areas 1 and 2 (Professionalism and Knowledge)
- ❖ Attendance at orientations in September, October and November seminars, Essential Conversation completed
- ❖ Consistent attendance at field experience school
- ❖ EDST 321 practicum completed, Assessment signed by all parties

**PGP Worksheet can be found on the CoE website under Professional Growth Portfolio > PGP Worksheet**

(\* Lesson plans need to be original for this course; lesson plans from other classes do not count to this course's 4 lessons. The U of S Academic Misconduct Regulations (January 1, 2017 reads as follows:

### Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under these Regulations:

- a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) **Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;** [emphasis added]

### Academic Honesty

Students are expected to know and adhere to the following guidelines:

- ❖ Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the [University of Saskatchewan's Guidelines for Academic Conduct](http://www.usask.ca/university_secretary/honesty/) (see [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))
- ❖ You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments.
- ❖ Acceptable use of materials protected by copyright:  
[http://www.usask.ca/university\\_secretary/policies/operations/Copyright.php](http://www.usask.ca/university_secretary/policies/operations/Copyright.php)
- ❖ Standard of student conduct in academic matters:  
[http://www.usask.ca/university\\_secretary/honesty/academic\\_misconduct.php](http://www.usask.ca/university_secretary/honesty/academic_misconduct.php)

### Attendance Expectations

Teacher Candidates will be attending **four seminars** (first two are the Sept. orientations) on campus in Term 1 where they will learn a variety of skills, supported by the EDST 321 co-ordinator, in order to further understandings of lesson planning, instructing, adapting and assessing. While off campus in their “professional homes” in partner schools, teacher candidates will be punctual in attendance and complete field-based course assignments 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 & resources to apply previous coursework to creating and presenting lessons to individuals and small groups as well as the whole class (with four classroom lessons anticipated this term). Teacher candidates who need additional support may be invited to a half day seminar on Wednesdays during the term.

Any **absences MUST be communicated** to the partner teacher as well as the cohort co-ordinator prior to 8:30 on the day of the absence, with appropriate explanations provided. Please note that **documentation may be requested.**

Attendance is a critical part of the field experience and is one way to demonstrate professionalism. **Failure to attend consistently may require entry into the “when difficulties arise” process.**

The University calendar 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 student has been absent without providing the cohort co-ordinator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. Any further absences, the teacher candidate will begin the "If Difficulties Arise" process.

**In cases of unacceptable absenteeism, the EDST 321 co-ordinator 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 their EDST 321 coordinator with appropriate evidence to support the reasons given.**

### Field Study Assessment and Evaluation

Ongoing formative assessment is supportive in the development of effective teaching. In tandem with the PGP, teacher candidates will be collecting evidence and reflections related to each of the PGP goals. At the end of Term 1, and again at the end of Term 2, teacher candidates will meet with partner teachers (and in-school administrators, if appropriate) to complete the Assessment form. This form is related to the PGP categories - stating the progress made so far and the next steps for the various sectors, a signature and summary page. As an official document, it must be signed by all parties involved, including the principal. While offering formative feedback, this document serves as the evaluation. This evaluation will be brought to your essential conversation at the end of each term and will help guide your discussion with cohort coordinator.

**Please see the CoE website under Field Practicums > EDST 321 > EDST 321 Assessment**

**PLEASE FOLLOW ALL INSTRUCTIONS AS LISTED ON PG 1 OF THE ASSESSMENT – SUBMISSION PROCESS.**

## FIELD STUDY PLACEMENT PROCEDURES AND SUPPORTS

### Field Placement Protocol

**EDST 321.3** involve school-based experiences in Saskatoon Public School Division, Greater Saskatoon Catholic School Division and Prairie Spirit School divisions. These courses are for credit and considered part of the academic program, and, as such, they are aligned with assignments from course work and attendance expectations. Teacher candidates are not authorized to create alternate partnerships with schools outside the cohort placement or outside these school divisions due to the variety of factors involved in our partnership programs. In addition, it is not appropriate for teacher candidates to request specific schools or teachers, nor can schools request a specific teacher candidate for EDST 321 field study placement. Cohorts are assigned partner schools by the Field Experience Team; cohort coordinators place teacher candidates according to interests and available partner teachers.

**\*\*Please note that the intent is to give teacher candidates diverse experiences and therefore placements will most likely vary with EDST 321 and 322.**

### Criminal Record Check

**Criminal Record Check (CRC) with the additional requirement of the VULNERABLE SECTOR SEARCH (VS) are MANDATORY for ALL teacher candidates.**

1. Please deliver an original document representing your CRC / VS check to the Field office at EDU3360. This has to be a **paid CRC NOT a volunteer one**. Field Experience will deliver the CRC to the school division office connected to your partnership school.
2. The 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**.
3. You will not be allowed to enter a school for field experiences or extended practicum without a valid CRC at the division
4. CRCs can be obtained from the local city police or the RCMP in your area, and can take about two to three weeks to process by these groups. Field Experience Office staff suggest that teacher candidates request three originals so that you can retain some for future use.
5. The costs for the CRCs are to be paid by the applicant.
6. 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 the practicum is 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, do the extended practicum or teach once they graduate. You are advised to apply for a record suspension as soon as possible. Further information regarding eligibility to receive certification and application for a pardon can be found at:

<https://www.canada.ca/en/parole-board.html>

### Record Suspensions

Under the *Criminal Records Act* (CRA), the PBC may order, refuse to order, or revoke record suspensions (formerly pardons) for convictions under federal acts or regulations of Canada. Learn about the eligibility criteria for a record suspension and how to apply for one.

## Accommodation Planning For Teacher Candidates with Disabilities

The College of Education's Bachelor of Education (B.Ed.) program is required by Saskatchewan Human Rights legislation and the University of Saskatchewan Students with Disabilities: Academic Accommodation and Access policy to provide reasonable accommodations to students with disabilities so they can develop the competencies required for the profession of teaching.

<http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>

Teacher candidates with disabilities who anticipate they may need reasonable accommodation in order to meet the required standards **are responsible for registering with Access and Equity Services (AES) ) as soon as possible (preferably prior to school start-up)**. <https://students.usask.ca/health/centres/access-equity-services.php>

## Field Experiences Accommodation Plan

Field Experiences office at the College of Education have also developed an accommodation plan for teacher candidates when completing their field-based experiences (321, 322, and 422). This plan is separate from the AES accommodation plan and is to offer additional support when in the field. Once you have registered with AES, then you can meet with the Field Coordinator in our field experience office to create an accommodation plan tailored for your field experience.

## Challenges and Solutions

Processes followed related to field experiences align with challenges occurring during an extended practicum. **Please see CoE website under Extended Practicum > If Difficulties Arise**

## Tools and Resources

Please see the CoE website under Tools and Resources for lesson plan and unit plan templates, FNMI infusion information, suggested websites, readings and other useful tools and resources.

## Field Experience Travel Bursary

Please see CoE website under Policies > Travel Bursary

## Professional Accountability

Students, staff, faculty, and instructors in the College of Education aspire to the high standards of professionalism associated with the teaching profession. Please see CoE website under Professionalism > Professional Accountability

## Duty to report Child Abuse

As a member of the community, if you believe a child may be neglected or abused, you have a legal responsibility to immediately report your concerns.

- ❖ Time is of the essence in ensuring the safety and well-being of children. Immediately report all incidents of suspected, observed or disclosed abuse.
- ❖ Do not wait until you have all information before reporting the abuse.
- ❖ You have an ongoing duty to report child abuse, even if you believe a report has already been made.
- ❖ If you believe the child or other children must be protected from further abuse, please contact the police.
- ❖ Do not contact the alleged perpetrator.

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

## Required Reading:

- Western and Northern Canadian Protocol: Rethinking Classroom Assessment with purpose in mind- <http://www.wncp.ca/media/40539/rethink.pdf>
- online Curriculum Documents from the SK Ministry of Education

### Suggested Reading:

- 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.

## APPENDIX A: Professional Growth Portfolio (PGP) Competencies

**We strive to prepare educators who demonstrate and practice the following competencies:**

1. Professionalism	2. Knowledge	3. Instructional	4. Curricular
1.1 demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;	2.1 demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;	3.1 demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes;	4.1 demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;
1.2 demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners;	2.2 demonstrates knowledge of First Nations; Métis & Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;	3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation;	4.2 demonstrates the ability to incorporate First Nations, Métis and Inuit knowledge, content and perspectives into all teaching areas;
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;	2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);	3.3 demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings.	4.3 demonstrates the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways.
1.4 demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.	2.4 demonstrates and understanding of the organizational and legal contexts of schooling;		
	2.5 demonstrates proficiency in the language of instruction;		
	2.6 demonstrates ability to use technologies readily, strategically and appropriately;		
	2.7 demonstrates ability to strive for/pursue new knowledge.		

## APPENDIX B: SCHEDULE

Twice a week in schools – *Tuesdays and Wednesdays* \*\*

**\*\*Special Wednesday half day seminars (tailored for TCs who need support)**

### 2019 Dates

Sep 10 or 11	Half day orientation
Sep 17 or 18	Half day orientation
Sep 24 and 25	First day in schools (full days)
Oct 18	Friday Seminar #1 – half day (room & time TBA by coordinator)
Nov 8	Friday Seminar #2 – half day (room & time TBA by coordinator)
Dec 3 and 4	Last week in schools for term
Dec 6 – 13	Essential Conversations on Campus

**Evaluation: Pass/Fail**

**Data for Evaluation drawn from:**

- ❖ Attendance – compulsory for ALL orientations, school days, seminars and essential conversation
- ❖ Creation and Implementation of 4 Lesson Plans
- ❖ 11 entries into the PGP (Focus on PGP 1 and 2 – Professionalism and Knowledge)
- ❖ Field Experience Assessment form completed and signed by all parties
- ❖ Essential Conversation – completed at end of term