

EDST 322.3

University of Saskatchewan

College of Education

EDST 322.3 Field Experience Relational Curriculum-Making in Practice: Planning, Adapting and Assessing –Term 2 (Winter)

Course Description:

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

Learning Outcomes:

Upon completion of the course, students will be able to demonstrate at a deeper level:

- professional understandings through description of active participation in a wide range of activities within the life of the school
- abilities to engage with students, colleagues, parents and administrators
- perspectives on education and the community as well as the role of the school in society
- professional identity with particular insights into the realities of classroom teaching and the needs of the profession aligned with personal skill set, leading to anticipated careers
- skills and strategies related to supporting students with exceptionalities *and implementing skills and strategies related to assessment.*

EDST 322 Schedule

The following schedule includes the seminar dates and topics covered as well as suggested PGP targets for lessons taught during school days. Please check with your cohort coordinator for seminar times and location. Days in school are Tuesdays and Wednesdays.

Lesson plan targets are a guide if possible and upon consultation with the partner teacher. One week you may be able to teach one lesson using the competency goals suggestions and some weeks you may be able to teach 2 of the suggested lessons. Please discuss this with your partner teacher.

***The schedule is divided by weeks and are expectations for each week increases. Please take the time to go over the schedule and make adjustments as you see fit and what works for the teacher and the classroom.*

<p>Week – Treaty Training or Orientation 1 and 2</p>	<p>Topics covered in orientation:</p> <ul style="list-style-type: none"> - Syllabus, schedule, course requirements - Attendance - Lesson plans and UbD - Professional Growth Portfolio
<p>Week #3- First week in Schools Feb. 5 & 6, 2019</p>	<p>Get to know students</p> <ul style="list-style-type: none"> • Record observations about individual and group particularities (including patterns related to age, gender, learning abilities, interests/hobbies, apparent learning styles, apparent cultural/ethnic/racial/backgrounds, apparent socio-economic class, etc.) <p>Get to know the community</p> <ul style="list-style-type: none"> • Walk with a colleague around the community close to the school, • Write a brief description of what is seen, heard, etc. (photo can be taken) • Look at the community as a resource for students of the school - jot down ideas for local field explorations <p>Get to know the school</p> <ul style="list-style-type: none"> • The physical and social organization of the school • Manner in which students interact with each other and the staff • Patterns in how school life is organized <p>Observe learning activities in several classrooms and subject areas.</p> <ul style="list-style-type: none"> • Describe some particularities about the students in the classrooms, as well as the physical environment and materials in the classroom • Are there physical arrangements that work better for some students? Different kinds of instructional strategies?

	<ul style="list-style-type: none"> - Describe opportunities for students to learn formally and informally in the classroom, in the school and in the community
<p>Week #4 Feb. 12 & 13, 2019</p>	<p>Discuss assessment and evaluation practices with a teacher</p> <ul style="list-style-type: none"> • Are there some individual checklists or some anecdotal records that you can be a part of or do for the teacher? (It may also help in your observation) <p>Work with individual students (with advice/approval from a teacher)</p> <ul style="list-style-type: none"> • Work with an individual student who needs extra support (e.g. read to a primary-aged student, listen to a student read, or help with assigned tasks at the secondary level) • Carry out more intensive individual tutorial work under the supervision of a cooperating teacher or faculty team (e.g., a teacher/faculty member may request development of a learning profile for individual students in particular subject areas) • Work with small groups of students in centres or workshop settings (e.g., help a group of students with literacy tasks while their teacher is carrying out a guided reading lesson, or help with science or social studies centres or labs) • Help prepare materials for the classroom and/or find resources that represent Aboriginal and multicultural perspectives • Help prepare materials for the classroom and/or find resources that represent Aboriginal and multicultural perspectives <p>Assist a learner for whom English is an additional language in developing cultural background knowledge (e.g., by engaging in conversations during short walks around the school or community and helping with assignments)</p> <p>Carry out interest inventories with students to provide useful information to the teacher as s/he chooses reading materials</p> <p>Help plan ways of infusing Aboriginal and multicultural content and perspectives into lesson and unit plans</p> <p>Plan and implement a small group activity</p> <ul style="list-style-type: none"> •
<p>February 18-21, 2019</p>	<p>Teacher candidates not in schools. Winter mid-term break</p>

<p>Week #5 Feb. 26 & 27, 2019</p>	<p>Develop an outline for the delivery of lessons immediately following the midterm break, with your partner teacher.</p>
<p>Week #6 March 5 & 6, 2019</p>	<ul style="list-style-type: none"> ▪ Teach 1 lesson and try to include in your lesson the following PGP competencies: <ul style="list-style-type: none"> ○ 2.1 or 2.4 ○ 3.2 using at least two strategies with one being <ul style="list-style-type: none"> ➤ Whole or small group ➤ Individual ➤ Ex. Think-Pair-Share ▪ Discuss with teacher next week's lessons. <p>Complete one of the suggested activities in the handbook for each class you are not teaching a lesson.</p>
<p>Seminar 1 March 1, 2019</p>	<p>Topics may include:</p> <ul style="list-style-type: none"> ▪ Adaptive Dimension ▪ Assessment For and Of Learning ▪ Differentiation
<p>Week #7 Mar. 12 & 13, 2019</p>	<ul style="list-style-type: none"> ▪ Teach 2 lessons in 2 different subjects or two different grades. (2.5, 4.1) <u>Possible PGP lesson focus:</u> <ul style="list-style-type: none"> ○ Choices for students (ex. Choice of reading material, or performance of understanding) (3.2) ○ Connect to students' lives (4.3) ▪ Discuss with teacher next week's lessons. <p>Complete one of the suggested activities for each class you are not teaching a lesson.</p>
<p>Week #8 Mar. 19 & 20, 2019</p>	<ul style="list-style-type: none"> ▪ Teach back to back lessons (same class and subject on Tuesday and Wednesday). <u>Possible PGP lesson focus:</u> <ul style="list-style-type: none"> ○ Incorporation of FNMI (4.1) ○ Incorporate Literacy (2.5, 2.2) ▪ Discuss with teacher next week's lessons. <p>Complete one of the suggested activities for each class you are not teaching a lesson.</p>
<p>Week #9 Mar. 26 & 26, 2019</p>	<ul style="list-style-type: none"> ▪ Teach 1-2 lessons. <u>Possible PGP Lesson focus:</u> <ul style="list-style-type: none"> ○ Assessment For and Of Learning (3.1) ○ Assessment rubric (3.1) ○ Technology (2.4) ○ Incorporation of FNMI (4.2) ▪ Discuss with teacher next week's lessons. <p>Complete one of the suggested activities for each class you are not teaching a lesson.</p>
<p>Seminar #2 March 29, 2019</p>	<p>Topics may include:</p> <ul style="list-style-type: none"> -UBD -Assessments

<p>Week #10 April 2 & 3, 2019</p>	<ul style="list-style-type: none"> ▪ Teach 1 lesson each day. Can be a continuous lesson the next day or a lesson in a different subject or class. <u>Possible PGP Lesson focus:</u> <ul style="list-style-type: none"> ○ Instructional Strategy: Modelling. (3.2) ○ Assessment—For and Of. Create an age appropriate rubric for both. (3.1) ▪ Discuss with teacher next week’s lessons and upcoming unit plan. <p>Complete one of the suggested activities for each class you are not teaching a lesson</p>
<p>Essential Conversations will be scheduled. April 5 – 12, 2019</p>	<p>Essential Conversations will be held at the College or the school and will be arranged by your 322 field coordinator. This constitutes another piece of the evaluation/assessment.</p>

Evaluation: Pass/Fail

Data for Evaluation drawn from:

- Attendance and weekly deliverables.
- Lessons taught – 8-10 in total, UBD format (extensive)
- Field Experiences Assessment Form (all signatures required)
- Essential Conversation
- PGP (at least new 15 entries this term) - format: PGP excel sheet or <https://eportfolio.usask.ca/>

Lesson Plan Formats and UBD template are available on the College of Education website, under “Tools and Resources”. <http://www.education.usask.ca/fieldexperiences>

Suggested Activities for Field Study – EDST 322.3

The following are suggested activities you can do during your time at the school when you are not teaching a lesson. Please discuss with your partner teacher these activities and identify which will work best in the classroom. Note that not all activities will work with every Field Study experience and many categories may be checked more than once. Once you have completed an activity on this checklist, then you may use it for evidence and analysis on your PGP (ePortfolio).

The activities should be planned prior to the beginning of the day and some even the week(s) before doing it, upon consultation with the partner teacher. Also, this list does not encompass all the activities you can do in the classroom. Discuss with your partner teacher other options as well.

- Schedule a time to meet with your partner teacher during your first week in school to go over course expectations and assignments. (1.1)
- Letter to Parents/Guardians. If you haven't done so already, please write a letter to families introducing yourself to them and your role in the classroom. You can also write a letter after you have taught a certain lesson asking the parents/guardians to discuss a certain aspect of the lesson with their son or daughter – a great way to engage parents/guardians in their child's learning at school. (1.1)
- If appropriate, then meet parents/guardians at pick-up time to introduce yourself and to assist in the pick-up process. (1.1)
- Observe another teacher candidate's lesson. Arrange a pre and post observation meeting as well. (1.2 and 1.4)
- During prep time or lunch, reflect on today's activities and lessons including next steps. (1.4)
- Arrange to spend time in a resource room and with a special education teacher. Discuss with this teacher ways you can adapt and modify your lessons for students. Implement these strategies in your lesson (when applicable). (1.2, 1.3, 3.2)
- Discuss with partner teacher ways you can support student with exceptionalities during the teacher's lessons. Ex. scribe, provide scaffolding, create independent assignments, etc... (4.3)
- Arrange to spend time in a resource room to work with students alongside the special education teacher. (1.2, 3.2)

- Schedule an appointment with the special education teacher to learn about SMART Goals, IEPs, and how this evolving planning document is implemented in the classroom. (1.3, and 2.6)
- Discuss with partner teacher ways you can support her/him in the classroom and the needs of the students. Share particular strengths or skill sets that may be used to enhance the students' learning. (1.2, 1.2)
- If possible, observe a class where there is team teaching, a modified classroom, and an enrichment classroom. (2.6)
- Discuss with partner teacher any supplemental material you can assist in finding to enhance the lessons and classroom. (1.1, 1.4)
- Check the school calendar to see what events are going on at the school during the days you are there. Volunteer, if possible, to help at a special event. (1.1, 1.4)
- Arrange to spend a period in the library and assist the teacher librarian. Also, make note of the available teacher resources and how you might use them for future lessons. (1.4)
- Discuss with partner teacher the following week's lesson topics so you can read up on the subject and better assist the students with additional information for the following week's lessons. (2.1, 2.3, 2.5)
 - Then during the particular lesson work with students (it may be during group work, individual work or other times as appropriate) and incorporate a variety of strategies to help clarify the outcomes a different way – for ex.: questioning or connections. (4.3, 3.2)
- When a teacher is giving instructions or it is a teacher-directed lesson, walk around the room to ensure the students are on-task and assist them if necessary. (1.3)
- When students are working in class (individual, groups, etc.) assist the teacher to monitor their on-task behavior. Support students when necessary. (2.5, 3.2)
- Assessment for learning. When students are working on an assignment, assess their learning and offer support when needed. Make this an opportunity to try out an assessment for learning strategy and practice documenting it. (3.1)
- Work with students in improving literacy skills. Model effective reading strategies including read aloud, connections, vocabulary, problem solving for comprehension, etc. This can be done during reading time in small groups, individually or whole class. (2.2, 3.2)

- Use the correct educational terminology with students, colleagues, and other members of the educational community when appropriate. (2.2, 1.1)
- Technology. If teacher is using technology assist her/him with set-up and instruction when appropriate. (2.4)
- Plan a time to meet with partner teacher re: assessment. Offer to assist in grading various assignments. (3.1)
- Current events. Connect the lessons to current events. (4.3)
- Discuss with your teacher strategies and assessments that he/she uses in the classroom. (3.1)
- Ask your partner teacher or the teacher librarian of your partner school about a book that would particularly useful when it comes to instruction, assessment or differentiation. (2.6, 4.1, or 4.3)

***Please refer to the Tools and Resources website for additional resources regarding instructional strategies, FNMI content, assessments, lesson planning and unit planning.

Child Abuse Protocol/Mandate

<http://publications.gov.sk.ca/documents/17/18812-Saskatchewan-Child-Abuse-Protocol-2017.pdf>

Attendance Expectations:

Teacher Candidates will be attending 2 3-hour seminars on campus in Term II (Fridays, March 1 and 29, 2019) where they will learn a variety of skills, supported by the cohort coordinator, in order to further understandings of planning, adapting and assessing including accommodations for students with exceptionalities. While off campus 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. Any absences must be communicated to the partner teacher as well as the 322 coordinator at least 30 minutes prior to school start time on the day of the absence, with appropriate explanations provided.

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 a student has been absent without providing the cohort coordinator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation.

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

Please see the College of Education’s Professional Accountability Statement, indicating “the understanding that absenteeism can underpin a recommendation to withdraw from courses and field practicums.”

<http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Required Reading:

Rethinking Classroom Assessment with Purpose in Mind (WNCP).

<http://www.wncp.ca/media/40539/rethink.pdf>

online Curriculum Documents from the SK Ministry of Education (www.curriculum.gov.sk.ca) including *Adaptive Dimension*:

<http://www.education.gov.sk.ca/Adaptive-Dimension>

and *Renewed Curricula: Understanding Outcomes* :

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf

Suggested Reading:

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, Virginia: ASCD.

Wiggins, G., & McTieghe, J. (2005). *Understanding by design*. Alexandria, Virginia: ASCD.

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 (see 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

Standard of student conduct in academic matters:

http://www.usask.ca/university_secretary/honesty/academic_misconduct.php

Access and Equity Services for Students (AES)

If you have a disability or health consideration that may require course format accommodation, please feel free to approach the course instructor/cohort co-ordinator to discuss your needs and the process for requesting accommodations.

Students who require accommodation (learning, medical, physical, mental health, religious, etc.) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, visit <https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 306-966-7273 or aes@usask.ca.

Please contact the Field Experience Office to work with the coordinator to develop a plan specifically designed for field placements.

Preservice teachers and faculty/staff in the College of Education operate on the principle of mutual respect. We are committed to providing a respectful teaching and learning environment for all people within the university community, and we support faculty, staff, and preservice teachers in developing teaching and learning contexts that are beneficial for all.

Professional performance refers to a demonstration of accountability related to:

- Active engagement
- Commitment
- Collaboration

Given these principles, teacher candidate engagement in this professional program should reflect:

- Sustained engagement (including punctuality and attendance) in all classes, seminars, labs, and field practicums
- Dedication and follow-through in all responsibilities
- Awareness of the impact of personal actions (positive and negative) within a community of learners

To aid in the actualization of professional standards, clear, direct, and continuing communication among all parties is critical and involves:

- Timely communication with instructors and partner schools/co-operating teachers on issues related to necessary absences
- Provision of evidence indicating **valid** reasons for absences (illness, bereavement, or religious requirements)
- Consideration of local School Division practices (in the case of field practicums)
- Understanding that absenteeism can underpin a recommendation to withdraw from courses and field practicums

For further information on professional codes for teachers, please consult Bylaw 7 of the Saskatchewan Teachers Federation Governance Handbook (2010): Teacher Codes in Saskatchewan; also consult www.stf.sk.ca. (along left hand side, click on “Services”, then “Collective Bargaining”, then “Provincial Collective Agreement”; select “Article 7”)

Topics for the Essential Conversation

Describe the sectors of school life in which you have become involved and enumerate the professional understandings which have developed as a result of that involvement.

What opportunities have you had to connect with students, staff and families? What impact has this had on your development as a teacher?

How has a different school setting (from term 1) broadened your perspectives about education? What comments can you make about the role of schools in society?

How has your professional identity evolved (with this different experience)? What recommendations would you make about meshing the needs of the profession with the realities of teaching?

In what ways have you planned instruction and assessment to accommodate students' needs? What have you learned from these experiences?