

**UNIVERSITY OF SASKATCHEWAN  
COLLEGE OF EDUCATION FIELD EXPERIENCES LEARNING  
POLICY STATEMENT**

**1.0 INTRODUCTION**

Field experience learning is a fundamental component of teacher education. Such learning opportunities provide for the translation of pedagogical theory into classroom practice. In order for teacher candidates to qualify for certification as teachers, the Ministry of Education requires teacher candidates to have Practicum experience in the K-12 education system in addition to specified credit units in teaching fields/subjects and teacher education courses.

The design, implementation, maintenance, and evaluation of field experiences are joint responsibilities of the College of Education, the Ministry of Education, The Saskatchewan Teachers' Federation (STF), the League of Educational Administrators, Directors and Superintendent (LEADS), and the Saskatchewan School Trustees Association (SSTA), with the final authority residing with the College of Education.

A Criminal Record Check (CRC) with vulnerable sector check is a mandatory requirement preceding all field experiences.

In order to support province-wide enthusiasm for interns in School Division contexts as well as schools in First Nations Communities, the College of Education has developed partnership opportunities in diverse locations and looks forward to the learning these opportunities will provide as well as the energy and innovation our interns will extend.

In terms of internships, a limited number of special requests are considered each year for rural or urban placements that are based on exceptional circumstances (with financial responsibilities not considered as criteria for requests).

Because internship is a period of extended and intensive field study, interns cannot receive credit for university courses taken during the internship period. The College also recommends a leave of absence from other employment during this time frame; outside work does not excuse interns from internship requirements and heavy schedules can contribute to situations leading to calibration and possibly withdrawal from internship.

## **2.0 FIELD EXPERIENCES AIMS and GOALS**

Field experiences are designed to provide continuous professional growth for teacher candidates as they are inducted into the teaching profession through their pre-service education. The following learning targets are key:

- Increased awareness of the broader purposes of education, the community, and the school in society
- Self-assessment of aptitude for teaching
- Professional/personal competencies, knowledge competencies, instructional competencies, and curricular competencies

## **3.0 FIELD EXPERIENCES WITH SCHOOLS**

### **3.1 General Purpose of Field Study Experiences with Schools**

Field experiences are designed to provide continuous professional growth for teacher candidates as they are inducted into the teaching profession through their pre-service education. There are specific goals and outcomes to be achieved through the field experience opportunities provided throughout the undergraduate program; however, the progress toward achieving program goals and outcomes is cumulative and continuous. Field experiences are designed to allow teacher candidates to experience transformative learning opportunities in order to better relate theory to the practical experiences in classrooms.

#### **3.1.1 The general aims and goals of field experiences with schools are:**

- To increase awareness of the broader perspective of education, the community, and the school in society.
- To assist teacher candidates in assessing their aptitude for teaching.
- To allow teacher candidates to gain insight into the realities and responsibilities of teaching and to foster a commitment to teaching (ongoing professional growth).
- To increase the observation skills of teacher candidates and their understanding of the classroom behavior of teachers and pupils.
- To provide teacher candidates with an opportunity to apply the theoretical knowledge gained in education courses to classroom situations.
- To provide teacher candidates with an opportunity to develop instructional competencies and promising practices.

## **4.0 EVALUATION OF FIELD EXPERIENCES**

### **4.1 General Evaluation Policies**

4.1.1 In all circumstances, the determination of a grade for any teacher candidate must adhere to the principles of procedural due process and be based upon defensible pedagogy. Whenever possible, the evaluation of teacher candidate performance during any field experience must adhere to the regulations pertaining to the evaluation of student performance in university courses.

4.1.2 A teacher candidate receiving a WF or F in a field experience will usually not be reassigned to the same field experience placement and will be expected to repeat the entire field experience should the teacher candidate wish to continue the program.

4.1.3 Teacher candidates who withdraw from field experience after having received a placement or after having commenced the experience must reapply through the Co-ordinator, Field Experiences, to be assigned another field experience. As part of the reapplication process, they must also provide a written explanation of the withdrawal to the Field Experiences Co-coordinator. Teacher candidates can be required to meet some conditions as indicated in a written contract before they are permitted to repeat the experience. Should the Co-ordinator refuse a new placement, teacher candidates may apply to the Student Affairs and Academic Standards Committee (SAACS) for consideration. Should an application to SAACS be tabled on the basis of missing information, the request will remain tabled until the teacher candidate completes the necessary steps.

4.1.4 Teacher candidates shall receive a grade of either a Pass (P), Fail (F), In Progress (IP), Withdrawal (W), or Withdraw Fail (WF) for a field experience depending upon the performance of teaching competencies and professional behavior.

4.1.5 A teacher candidate may be required to withdraw at any time from a field experience for behavior deemed to be unprofessional or irresponsible. The grade assigned will be either an IP or F.

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

## **5.0 PRE-INTERNSHIP FIELD EXPERIENCES**

### **5.1 Purpose**

Pre-internship field experiences provide important opportunities for 'praxis'. In other words, pre-internship field experiences link theoretical ideas explored in courses with life and practices in schools.

During pre-internship field experiences, partner schools are teacher candidates' "professional homes" where teacher candidates learn about teaching and learning through collaboration with teachers for the purpose of enhancing student learning.

During pre-internship field experiences teacher candidates:

- Deepen professional understandings and cultivate their knowledge by actively participating in the life of the classroom and school through a wide range of activities.
- Deepen their ability to engage with students, colleagues, parents and administrators.
- Increase awareness of broader perspectives on education, the community and the school in society.
- Further develop their professional identities, gain insight into the realities of classroom teaching and evaluate their career choice.
- Take opportunities for reflection and inquiry on practice and learning in communities.

5.1.1 Pre-internship field experiences provide College and school personnel with an opportunity to assess the aptitude of teacher candidates for teaching and to assess their personal and professional readiness for the field experiences or internship.

## **5.2 Requisites and Prerequisites – Pre-Internship Field Experiences**

5.2.1 Teacher candidates may be exempt from field experiences if they submit evidence to the Student Affairs and Academic Standards Committee of satisfactory, supervised, teaching experience in a Canadian school setting for a period equivalent to the pre-internship period (e.g. Program 1998 only).

5.2.2 To be eligible for pre-internship field experiences in their registered program (e.g. concurrent), teacher candidates must have successfully completed all prerequisite program requirements and /or be registered in all co-requisite program requirements.

5.2.3 To be eligible for pre-internship field experiences in their registered program (e.g. sequential), teacher candidates must be registered in co-requisite program requirements.

5.2.4 Teacher candidates must register for pre-internship field experiences as they do for university courses.

5.2.5 Teacher candidates are required to attend the mandatory pre-internship field experience orientations and inservices.

5.2.6 Teacher candidates shall meet the pre-internship field experience requirements of the program with the scheduled time for the pre-internship field experience, unless written

College permission for special arrangement for alternative dates is granted prior to commencement of each pre-internship requirement.

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

**For specific information regarding pre-internship field experiences and courses, see APPENDIX A.**

### **5.3 Pre-Internship Field Experience Placements**

In general, teacher candidates are not afforded a choice of location for pre-internship field experiences. Pre-internship field experiences take place in Saskatoon and the greater Saskatoon area (e.g. Territory of Prairie Spirit School Division) and teacher candidates are encouraged to learn from K-12 opportunities in building their professional repertoire of personal/professional, knowledge, instructional and curricular competencies.

### **5.4 Length of Field Experiences, Attendance and Related Regulations**

5.4.1. In cases where pre-internship field experiences are not integrated into coursework and occur in a continuous block of time, teacher candidates may not register without prior permission from course instructor for absences for a course in Quarter 1,2,3,4 or in any term during Spring, Summer or Multi-term Sessions that overlap with the pre-internship field experience period (e.g. Program 1998 concurrent).

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

5.4.3. A teacher candidate who is repeatedly absent from pre-internship field experience opportunities, without providing acceptable reasons for absenteeism, can be required to repeat the full period of pre-internship field experience. Acceptable reasons shall include, but not be limited to, illness verified by a medical certificate; religious requirements, confirmed by a religious official; death or serious illness in the immediate family. This policy is in line with the College of Education's Professional Accountability Statement:  
<http://www.usask.ca/education/current-students/undergraduate/>

5.4.4 In cases where the teacher candidate has provided an acceptable reason for their absence, the teacher candidate will be required to make up the equivalent amount of time for the full duration that they were absent. This time will be added immediately to the original end date of the field experience to extend the end date conditional upon this being possible within the same school term and that it is approved by all parties including the partner teacher, principal, and College.

5.4.5 Teacher candidates withdrawing from pre-internship field experiences are responsible for doing so via PAWS.

## **5.5 Evaluation of Pre-Internship Field Experiences**

5.5.1 A grade of P will be assigned to those teacher candidates who meet all the requirements of teaching performance, attendance, and professionalism specified for pre-internship field experiences. A grade of F will be assigned to those teacher candidates who are considered to require further course work or professional or personal development before entering into the more rigorous expectations of the field experiences or Internship.

5.5.2 Teacher candidates who have been assigned a grade of F may be required by the Student Affairs and Academic Standards Committee to take additional remedial courses and/or personal or career counseling to assist them in assessing their capabilities and their career choice before repeating the experience.

## **5.6 The Role of Participants in Pre-Internship Field Experiences**

A variety of educators are involved in field experiences. In these respective roles, the various participants have the following specific functions and responsibilities.

### 5.6.1 Role of Teacher Candidates

To embrace opportunities to learn from and in field study experiences:

- Learn about learners (e.g., through observation, small group facilitation).
- Support teachers in meeting the needs of students in the school.
- Be flexible and sensitive in adapting to the school and community contexts.
- Plan/ co-plan and implement individual lessons and team-teach with other teacher candidates and, possibly, the cooperating teacher.
- Participate in classrooms at different grade levels, and engage in all aspects of the life of the school as much as possible.
- Complete assignments connected to on-campus course work.
- To gather evidence of their progress toward achieving program goals (using the TECC-based Professional Growth Portfolio/PGP)
- Maintain your up-to-date TECC-based PGP (including evidence and reflection) and use this as a focus for discussions.
- Participate in opportunities for teacher talk/reflective conversations.
- Experiment and take risks.
- Volunteer to read with individual students.
- Volunteer as a small group facilitator.
- Volunteer to share personal expertise with teacher and students.
- Volunteer to implement mini lesson plans

- Implement a sequence of lessons in the form of a mini-unit as per program requirements during the full-time weeks in the school.
- To attend and participate in all course seminars led by cohort coordinators.
- To attend and participate in College of Education Professional Development Workshops supported by the Education Students Society and created for teacher candidates.
- Complete Pre-Internship Field Study Partner Teacher Assessment form (signature page, rubric and summary) with partner teachers at the end of term 1 and term 2 (for 321 and 322 courses).
  - Use PGP to complete Field Experience Assessment form
  - Collaborate, as appropriate, with teachers and in-school administrators
- As it pertains to teacher candidates' programs, in EDST (2 week courses) they will submit all signed documentation (e.g. assessment and self-assessment forms) to the College within two weeks of completion of the field experience in cases where only one field experience is required, and upon the last day of the field experience in cases where a teacher candidate has back-to-back field experiences where one is a prerequisite of the other.
- Failure to provide the College with signed documentation, in cases where it is required for their program, will result in the teacher candidate receiving an IP as a grade.

#### 5.6.2. Role of Partner School Teachers and In-School Administrators

Allow opportunities to learn:

- For teacher candidates to engage in observation to small group facilitation to implementation of mini-lesson plans to a sequence of lessons during the full-time weeks in the school during the field experiences.

Allow opportunities for broad based experience:

- Multiple grade experiences.
- Multiple subject area experiences.
- Invite participation in extra-curricular events and PD opportunities.

Allow opportunities for teacher talk:

- Pre and Post conferences for lessons providing informal feedback using the TECC Competencies and PGP.
- Encourage "Learning Focused Supervision" (see Tools and Resources page at <http://www.usask.ca/education/fieldexperiences/>).

Experiment/Risk-take:

- Support teacher candidates in carrying out peer coaching and team teaching (with each other and with you).
- Share record-keeping and other organizational strategies, unit plans, lessons plans, and other professional documentation to expose teacher candidates to a breadth of teacher experiences, duties and responsibilities.

### 5.6.3 Role of the Cohort Coordinator and the College of Education

- Liaise between the partner school and on-campus instructors.
- Coordinate school placements, meet with Partner School Staff and assist Partner Schools in their role with Teacher Candidates.
- Support teacher candidates and Partner Schools in issues that may arise.
- Create and deliver orientation and seminars for assigned cohort.
- Support opportunities for partner school staff and in-school administrators to learn together with teacher candidates and College faculty about ways of enhancing student learning.
- Coordinate EDUC 321 & 322 assignments designed to connect to field experiences.
- Provide assistance in understanding, implementing, and completing components of the PGP and other necessary documents.
- Provide assistance to students with lesson plans, unit plans, assessment, and other aspects of teacher planning, if necessary.
- Conduct Essential Conversations at the end of each term.

## 6.0 INTERNSHIP FIELD EXPERIENCES

### 6.1 General Aims and Goals of Internship

General Description and Expectations

6.1.1 Internship is a period of extended and intensive field experience. Interns cannot receive credit for a university course taken during the internship and should take a leave of absence from other employment during the time period.

6.1.2 Interns will be placed in a school for sixteen weeks possibly with a cluster of other interns and their cooperating teachers, where they will work closely with partner teacher(s) and internship facilitator.

6.1.3 During this field experience, interns are expected to develop teacher professional competencies through working with their cooperating teacher(s) to help grade school students learn.

6.1.4 This collaborative work is intended to be holistic in nature, meaning that interns are encouraged to focus on finding a balance in their intellectual, physical, emotional and spiritual well-being when choosing and setting professional goals and in meeting the goals of the program.

6.1.5 Partner teachers and internship facilitators will serve as trusted advisors and 'critical friends' who listen, support and help to analyze and solve problems.

6.1.6 When possible, clusters of interns and partner teachers can form a Professional Learning Community (PLC) in the school, which can also serve as an advisory group working together to enhance student learning.

6.1.7 To have teacher candidates develop and refine their teaching skills and personal teaching styles.

6.1.8 To have teacher candidates become aware of the complexities of teaching and accept the full responsibilities of a teacher, including how they could potentially inhibit or influence the learning with the classroom.

6.1.9 To have teacher candidates become reflective about their teaching capabilities while engaged in the practice of teaching.

## **6.2 Prerequisites – Internship**

6.2.1 Teacher candidates can be exempt from a portion of or the entire Internship by the Student Affairs and Academic Standards Committee if they submit evidence that they have met the requirements for teacher certification in a Canadian province and have had at least one full year of satisfactory teaching experience in a Canadian school. The Student Affairs and Academic Standards Committee can approve the substitution of approved Education courses for a portion of or for the entire Internship in the instance where teaching service has been documented. Evidence of successful teaching must include a report on the applicant's teaching performance by a supervising administrator.

6.2.2 Before being allowed to enter an internship, teacher candidates are required to have a cumulative weighted average of 60%. In addition, teacher candidates must have attained an average of 60% in both their external and Education courses.

6.2.3 Prior to entering the Internship, teacher candidates must have completed all compulsory courses and all the prerequisite field experiences.

6.2.4 Teacher candidates must register for the internship as they do for other university courses. They are also responsible for competing and submitting the necessary placement forms by the posted deadline. The College does not guarantee the placement of teacher candidates who do not attend the information meetings or submit the forms by indicated deadlines.

6.2.5 Teacher candidates are required to attend internship information meetings scheduled in term one and term two, and a one day orientation in late August for term one placements or in December for second term placements.

6.2.6 All teacher candidates must be proficient in the assigned language of instruction (English, French, Ukrainian, Cree, etc. ) to ensure that an adequate standard of oral communication is met. A teacher candidate who has not demonstrated proficiency in the language of instruction may be assigned to a school using another language of instruction, if appropriate, or may be required to postpone the internship until an adequate mastery of the language can be demonstrated.

### **6.3 Placement Procedures**

6.3.1 Interns are expected to meet field experience requirements at the appropriate time in their program and within the dates set for the experience.

6.3.2 Interns will not be placed outside the designated placement area for internship, unless a University of Saskatchewan internship facilitator or qualified proxy can be assigned to work with the intern and cooperation teacher(s). The College reserves the right to place interns in a specific school jurisdiction or school for reasons related to partnership and/or program development or research.

6.3.3 Internship placement are organized to avoid situations where conflicts of interest can occur. Practicum sites are chosen in cooperation with Directors of school divisions and First Nations Communities in a manner which attempts to promote fairness, equity, and objectivity. Interns are not permitted to find their own placement nor will requests to be supervised by a particular teacher be granted. Interns might not be placed in schools where relatives are employed, or attending, or in schools where they have worked as an employee.

6.3.4 Placements cannot be assigned on the basis of financial consideration.

6.3.5 Placement in Saskatoon and the greater Saskatoon area is limited by the number of spaces available, the number of teacher candidates that can be supervised by the resources available, and the degree to which the schools are utilized for other educational experiences.

6.3.6 Interns applying for placement indicate first, second and third preferences out of a list of geographical placement areas. Preferences will be taken into account but cannot be guaranteed. Primary in placement decisions is the effort to ensure that the academic preparation of the intern coincides with the assigned duties of their partner teachers.

6.3.7 A firm deadline of May 15 is supported for fall internship approvals, and Nov 21 for winter internship approvals, in cases where students have submitted appeals to SAASC related to approvals for internship.

### **6.3.8 Changes to Internship Placements after Internship Orientation Date** (Aug)

After the date of orientation, any suggested changes to internship placements by facilitators or field officers must be communicated to the Field Co-ordinator, and cc'd to the Field Experience Clerical Support Person. The Field Co-ordinator will receive approval from the Associate Dean Undergrad prior to decisions being communicated to intern/partner teacher. As a College, we are responsible to offer a placement to interns; shifts to this placement may or may not be possible at short notice.

### **6.3.9 Internship Withdrawals**

Challenges for interns during internship must be documented, with calibration form utilized for advice/support (temporary record) during the first stages of difficulties. If difficulties continue, then the contract for improvement must be completed (permanent record), prior to the completion of a withdrawal form; each step (calibration; contract; withdrawal) will be communicated to the Field Co-ordinator by the facilitators or field officers during the process.

\*\*Calibration, Contract, and Withdrawal Form under “If Difficulties Arise” tab on Website

### **6.3.10 Placement Survey**

- opens March 1; closes March 21
- to assist with communication, cumulative list of all ITEP students who have completed EDUC 322.3 (or old program student teaching courses) but who have not yet interned should be created by March 1 (ITEP advisor); by April 15, communication should occur between ITEP and potential interns to see who has completed the placement survey; data collected on all responses to this communication on ITEP's master list of names
- to facilitate off-campus teacher candidate completion of placement survey: include as expectation in EDUC 322.3 course (as course topic between Feb and March)
- May 1 First Pool Survey Matches completed indicating matches for students with special requests (\*\*\*)Field Experiences will check to make sure this level of matching is possible)
- Field Co-ordinator goes over list to make sure special requests have been accommodated
- May 15 Meeting with ITEP to consider survey matches for special requests

- May 22 Second Pool Completed of All Matches
- Ongoing Planning by Field Experience Team to ensure needed supports for interns are in place

## **6.4 Preferred Placements**

6.4.1 Special consideration in placements for internship are granted, when possible, to accommodate the special circumstances of interns and schools.

6.4.2 Each request for special consideration in placement is considered on an individual basis. Special consideration in placements may be granted for the following reasons: (1) dependent children {under the age of 16}; (2) compassionate reasons; (3) academic reasons; and (4) outstanding contributions to extra-curricular activities of the University. Each request is considered only after the intern has submitted evidence to support the request for special consideration.

6.4.3 Evidence to support the request for special consideration because of responsibility for dependent children can include photocopy(ies) of the Saskatchewan Health Services cards; photocopy(ies) of birth certificate.

6.4.4 Evidence to support the request for special consideration because of compassionate reasons (including but not limited to special medical or physical circumstances) could include letters from physicians; memo from DSS.

6.4.5 Interns may be granted special consideration in placement for academic reasons if they can demonstrate that their academic preparation and work experience necessitates special consideration: for example, placement in French, Ukrainian, and Cree Immersion schools.

6.4.6 Interns who request a special consideration in placement because of extra-curricular activities of the University will be expected to provide evidence that they are making an outstanding contribution to the specified activity.

6.4.7 All interns who are granted special consideration in placement shall be expected to complete all the requirements associated with the internship.

6.4.8 In cases where interns are placed in special circumstances such as a second attempt at internship due to failure or withdrawal, a deferred practicum, or a transfer from another placement, the partner teacher, and the in-school administrator shall be informed of the special circumstances only with permission of the intern and if such information can be used to assist the intern.

## **6.5 Length of Internships, Attendance and Related Regulations**

6.5.1 An intern cannot receive credit for the internship if payment has been received for teaching duties undertaken during the experience.

6.5.2 Interns cannot receive credit for an university course, which is taken during the internship field experience.

6.5.3 Interns must enroll in the internship during the fall term of their registered program (e.g. second year of sequential program or fourth year of concurrent program). Unless permission for an alternate date has been granted by the Student Affairs and Academic Standards Committee.

6.5.4 A teacher candidate who requests placement for the internship is assigned to a school, and if that teacher candidate fails to report to the school for the internship, without providing the Field Experience Coordinator with a defensible reason, will be assigned a grade o W or F.

6.5.5 The internship in term one commences on the day of intern orientation in which the partner teacher or, in their absence, teaching staff start date begins for that division. Interns must report to the school for at least sixteen weeks.

6.5.6 Teacher candidates with permission to intern in second term commence the internship in early January on the first day of school in the partner School Division or First Nations Community following the December vacation and continue for sixteen weeks (ex. Holidays).

6.5.7 During the internship, interns must adhere to the absenteeism policies of the school division. Permission for anticipated absenteeism must be requested in advance, and all absences of three days or more are to be reported to their college facilitator. Acceptable reasons shall include illness verified by a medical certificate; religious requirements, confirmed by a religious official, which prevent the teacher candidate from fulfilling obligations of the internship; or death or serious illness in the immediate family. Even in cases of acceptable reasons, the length of the internship can be extended to compensate for the absence.

6.5.8 Interns withdrawing from internship are responsible for doing so via PAWS.

6.5.9 Students registered in a teacher education program in SK are deemed to be members of the Sask Teachers' Federation. Although they do not have access to benefits or experience the responsibilities of a regular member of the Federation, the Code of Professional Ethics, the Code of Professional

Competence and the Code of Conduct Respecting the Collective Interests of Teachers guide their conduct when they are engaged in field experiences in the school system.

Should the STF become involved in a labour dispute relating to contract negotiations teacher candidates should seek to be informed of the issues and follow appropriate protocols as directed by the College of Education and their Cohort Co-ordinator or College Facilitator.

Teacher candidates are not members of the provincial or local bargaining units and as such they are not obligated to participate in any legal sanctions that may be requested of teachers of the bargaining unit.

Teacher candidates should conduct themselves in a way that would not undermine the purpose of any legal sanction. For example, should the withdrawal of voluntary services occur, teacher candidates would be expected to comply with the sanction.

6.5.10 All interns are to eventually assume a similar range of duties as that assigned to the teaching staff of the school including classroom teaching, keeping records, attending staff meetings, recess supervision and parent-teacher interviews, etc. Additional duties that teachers volunteer for, such as noon-hour supervision and extra-curricular activities, may also be considered.

6.5.11 However, the intern is **not** to be used as:

- a certified teacher;
- a substitute teacher;
- a coach, except as an assistant under the supervision of a certified teacher;
- the primary supervisor of playgrounds, halls, dances, games, etc. Interns should be expected only to assist with these duties; or
- a driver for the purpose of transporting students to and from academic excursions or extra-curricular activities.

## 6.6 Internship Evaluation

6.6.1 Interns who are placed for internship and who withdraw might not be placed for the internship for one full calendar year, depending on the circumstances of the withdrawal, completion of withdrawal plan, and availability of matches in the partner School Division or First Nations Community.

6.6.2 Interns may be required to withdraw from the internship if they are experiencing difficulties that are detracting from the learning of pupils in the

classroom, demonstrating unprofessional behavior, or experiencing difficulty in any manner which is seriously detracting from an acceptable performance in the internship. At the discretion of the Internship Facilitator, in consultation with the partner teacher, an intern can be required to sign a contract for improvement which specifies the required level of acceptable performance.

6.6.3 If the intern cannot overcome difficulties and meet the required level of acceptable performance, he/she will be counseled to withdraw from the internship.

6.6.4 Interns who withdraw or who are required to withdraw from the internship will be required to sign a "Withdrawal from Internship" form, which indicates the reason for the withdrawal and informs the intern of the procedures for appeal. This form will be completed by the cooperation teacher(s) and Internship Facilitator and/or the Co-ordinator, Field Experiences.

6.6.5 Interns who have withdrawn from internship must meet with a Field Experience Coordinator within 30 days of the withdrawal to develop a written contract that indicates a plan to prepare for future success and specifies provisions for re-entry.

6.6.6 Interns who withdraw from the internship prior to the withdrawal deadline set by the university will be assigned a grade of W. They will be informed that they might not be placed in another internship for one full calendar year depending upon the availability of placement locations or the conditions attached to re-entry.

6.6.7 Interns who repeatedly withdraw from the internship can be required by the Student Affairs and Academic Standards Committee to discontinue their studies. Documentation must be thorough in respect to identifying reasons for the withdrawals.

6.6.8 Any intern withdrawing after the withdrawal deadline set by the university, for reasons other than extenuating circumstances, will be assigned a WF and will be eligible to repeat another internship, but will not be placed until the second term following the internship from which they have withdrawn. Prior to submitting an application for placement, the intern must again meet with Field Experiences Personnel in the Programs Office to confirm that conditions for re-entry have been met. Interns who receive a WF or F in their first internship experience must submit an application to the Student Affairs and Academic Standards Committee requesting a second internship placement.

6.6.9 The final evaluation of an intern will be determined collaboratively by the partner teacher, the intern and the Internship facilitator and will be based on the

evidence that has been documented in the intern's Professional Growth Portfolio.

6.6.10 Whenever appropriate, the evidence of progress toward program goals will be gathered from various parties including partner teachers or principals.

6.6.11 Should difficulties arise in the evaluation process, the partner teacher, intern and /or internship facilitator must consult with on-campus Field Experience Coordinator who will act to arbitrate. Any one of the intern, partner teacher, principal or internship facilitator or Field Experience Coordinator can refer the case to the Student Affairs and Academic Standards Committee for review. Any such appeal for review must be initiated with 30 days of the assigning of the final grade.

6.6.12 If a student is not satisfied with the grade decision an appeal can be made through the University appeal process. The appeal is initiated with the Assistant Dean of Undergraduate Programs and Research.

6.6.13 A grade of P in the internship is required for a teaching certificate in the Province of Saskatchewan. The criteria for a passing grade shall be that the intern has demonstrated to the satisfaction of the partner teacher and the internship facilitator that the TECC competencies, and any other requirements, are met .

6.6.14 Assessment shall be based primarily on the evidence collected by the intern in her/his Professional growth Portfolio and discussed by partner teachers and internship facilitators, that indicate progress toward program goal and outcomes.

6.6.15 Mid-way through the internship, an evaluation shall be completed jointly by the intern and partner teacher. The purpose of this evaluation is:

- To identify the intern's progress toward achieving program goals and outcomes
- Identify the intern's competencies, strength and weaknesses;
- Determine how strengths may be built upon and weaknesses overcome; and
- Establish areas of focus for the second half of the internship.

6.6.16 One copy of the completed mid-term evaluation form remains with the intern and another copy is submitted to the Internship Facilitator.

6.6.17 Should an intern work with an associate partner teacher to broaden their classroom experiences, the associate partner teachers shall provide the intern

with written feedback regarding the intern's performance. This feedback will be included as evidence in the PGP for use in the final evaluation.

## **6.7 The Role of Participants During Internship**

A variety of educators are involved during internship. In these respective roles, the various participants have the following specific functions and responsibilities.

### **6.7.1 The Intern**

- Must formally register for the internship and apply for placement.
- Must complete and submit a Criminal Record Check and vulnerable sector check before beginning the internship.
- Must attend mandatory orientations and inservices scheduled by the College of Education.
- Must develop teacher professional competencies through working with their partner teacher(s) to facilitate student learning.
- Must maintain an up-to-date PGP and ensure this is made available to the partner teacher and the college facilitator.
- Must accept, and operate with, the general policies established in the school and to accept the standards, behavior, dress and grooming required of other teachers in school.
- Must follow the School Division and College of Education policies regarding absenteeism.
- Engage in professional conduct according to the Saskatchewan Teachers' Federation Code of Ethics.

#### **Interns are Responsible for:**

Embracing opportunities to learn from and in field study experiences in which they:

- Learn about learners (e.g., through observation, small group facilitation).
- Support teachers in meeting the needs of students in the school be contexts plan/co-plan and implement individual lessons and team-teach with the partner teacher.
- Forgo enrolment in university courses; interns are also encouraged to take a leave of absence from employment.

Embracing opportunities for broad based experiences:

- Participate in classrooms at different grade levels and across subject areas as much as possible engage in all aspects of the life of the school,

including extra-curricular activities and participation in professional development opportunities.

Embracing opportunities for professional conversations:

- Schedule daily conferences with partner teachers throughout the internship.
- Maintain an up-to date PGP (including analysis of and reflections on evidence) and use this as a focus for discussions- ensure the PGP is made available to the partner teacher and Internship Facilitator.
- Communicate with the partner teacher immediately when issues/concerns arise- then, consult with the internship facilitator.

Fulfilling logistical requirements:

- Complete and submit a Criminal Record Check and vulnerable sector check before beginning the internship.
- Attend mandatory orientations and in-services scheduled by the College of Education.
- Engage in professional conduct according to the STF Code of Ethics.
- Adhere to the 16 week Internship Developmental Timeline (See Appendix A)
- Inform the partner teacher and internship facilitator of absences as soon as possible and not later than 8:30 a.m. the day of the absence.

Embracing opportunities to demonstrate professional competencies:

- Submit to intern facilitator at least two original or substantially adapted formal unit plans of approximately 10 lessons each.
- Feedback on these required units is to be provided by partner teaches/internship facilitators before implementation, share unit plans at least one week in advance of the planned implementation date.
- Co- generate or independently prepare the first unit due with the partner teacher.
- Generate the second unit individually, after consultation with the partner teacher as to the unit focus.
- At least one of these units must infuse First Nations, Metis, Inuit content and perspectives.
- Both units should be directly connected to Saskatchewan curricula (addressing Broad Areas of Learning, Cross-curricular Competencies, outcomes/indicators).
- Include specifically identified Understanding By Design(UBD) unit components.

- Co-plan or plan several other units/mini-units in preparation for full time teaching.
- Take over, full-time, the range of duties assigned to the partner teacher for at least five weeks (no less than 20 days of 'full-time' instruction).
- Be responsible for the assessment of the students for the units, and lessons they developed and implemented including progress/report cards.

Embracing experimentation and risk-taking:

- Engage learners in inquiry approaches, problem-based learning and other student-centred learning opportunities.
- Team-teach with partner teachers and other interns.
- Participate in peer-coaching opportunities (if possible).

Follow Field Experiences [Policy on Absenteeism](#).

### **6.7.2 Directors and Superintendents of Education**

- Collaborate with the Field Experiences Personnel in arranging field experience placements and communicating with school personnel.
- Facilitate the attendance of partner teachers at internship.
- Participate in continuing consultation with the Field Experiences Personnel on any matter regarding the effectiveness of the field experience.

### **6.7.3 Principals**

- Welcome College of Education teacher candidates to the school and encourage effective and committed teachers to accept interns in their classrooms.
- Provide an orientation to the school, and assist the staff in creating a positive atmosphere for the Education teacher candidates.
- Ensure that interns receive documentation pertinent to school and divisional policies.
- Discuss the progress of interns and teacher candidate teachers with partner teachers and to report any difficulties to the Field Experiences Personnel.

### **6.7.4 Roles and Responsibilities of In-School Administrators**

In-School Administrators are Responsible for:

Providing assistance to interns by:

- Spending time to get to know interns – can include engaging in discussions about educational philosophies, professionalism and the complex role of teacher.
- Acknowledging and supporting their efforts and contributions to enhancing student learning and to school-wide activities and initiatives.

Providing assistance to partner teachers by:

- Ensuring that interns receive documents that set out school and divisional policies, including practices used in the school division for beginning teachers regarding professional growth plans and formal supervisory visits.
- Introducing interns to all staff, including support personnel, and familiarizing interns with the layout of the school building.
- Assisting in ensuring that interns are welcomed to staff meetings, professional development activities and professional learning team meetings.
- Assisting in guiding interns into appropriate extra-curricular activities.
- Assisting in ensuring that the intern is not assigned duties as a certified or substitute teacher, a coach (except as an assistant), a sole supervisor of playgrounds, halls, dances or sports events, or a person responsible for transportation of students.
- Assisting in completing of an “Internship Withdrawal Form” if difficulties have arisen, cannot be resolved, and the intern needs to leave the placement.

#### **6.7.5 Partner Teachers**

- Facilitate opportunities for the intern to plan and implement inquiry approaches, problem-based learning and other student-centered learning opportunities.
- Assign teaching tasks and other non-teaching responsibilities to the Education teacher candidate to facilitate broad based experiences.
- Attend internship inservices and to utilize the information received to provide effective daily leaning/learner focused supervision for the intern.

Partner Teachers are Responsible for:

- Allowing opportunities to learn.
- Allowing interns opportunities to engage in observations of learners, small group facilitation, and implementation of lesson plans and eventually unit plan during the full time teaching block of five weeks.

- Providing the intern with up to one hour of preparation time each day prior to full-time teaching and some preparation time during the full-time teaching period.
- Providing formal written feedback as ‘evidence of progress’ toward program goals/outcomes (interns gather this evidence to be part of their Professional growth Portfolio (PGP)).

Allowing opportunities for broad based experiences:

- Multiple grade experiences.
- Multiple subject area experiences.
- Invite participation in extra-curricular events and PD opportunities (including participating with your intern in a College of Education sponsored in-service).

Allowing opportunities for professional conversations;

- Discuss core concepts, topics and time frames so the intern can begin planning his/her teaching responsibilities as early as possible in the internship.
- Schedule regular and timely feedback during daily conferences.
- Provide feedback on the intern’s unit plans.
- Development of at least two formal unit plans is expected.
- Use the College of Education Program Goals & Outcomes and the Professional Growth Portfolio (PGP) as the basis for discussions.

### **Encouraging “Learning/Learner Focused Supervision”**

Allowing experimentation and risk-taking:

- Endorse efforts to plan and implement inquiry approaches, problem-based learning and other student-centred learning opportunities.
- Team-teach and co-generate unit(s) with the intern- participate with the intern in scheduled inservices.

Completing Internship Assessment forms (mid-term and final reports) with the intern.

- Can be done collaboratively by several teachers and the intern.
- Provide regular documentation in circumstances where the intern is experiencing difficulties.
- Communicate concerns to the intern first and, if necessary, to the internship facilitator if concerns cannot be resolved.

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

#### **6.7.6 Internship Facilitators**

Represent the College of Education on matters pertaining to the internship.

Conduct internship inservices for the interns and partner teachers to facilitate partner teachers in understanding learning focused supervision.

The developmental supervision cycle; the Professional Growth Portfolio and midterm and final evaluation reports.

Provide written feedback to interns as evidence of their ongoing development.

Identify outstanding interns to be considered for the Bates Awards of Teaching Excellence.

Discuss the progress of the intern with the partner teacher, the intern and the principal.

Discuss with the Field Experiences Personnel all cases where interns are experiencing difficulties and to facilitate calibration or withdrawal procedures, as appropriate.

#### **6.7.7 Internship Facilitators are Responsible for:**

Collaborating with interns and partner teachers to enhance student learning.

Upon request can help establish PLCs with partner teachers and interns who work together to enhancing student learning (collaborative work could be connected to school Learning Improvement Plans).

Visiting partner teachers and interns in extended practicum settings.

Support and enhance the working relationship between interns and partner teachers.

Facilitate partner teachers in understanding learning focused supervision.

Provide feedback on intern's unit plans.

Provide written feedback (in electronic form) to interns as evidence for PGP for at least two formal observation visits.

Schedule extra visits/formal observations if extra support is necessary to aid an intern's ongoing development.

Maintaining communication with interns and partner teachers using telephone and electronic mail.

Planning and implementing in-service opportunities for partner teachers and interns.

Monitoring the Professional Growth Portfolio (PGP) with interns and assist if difficulties in recording evidence and analysis/reflections arise-suggest action to attain PGP goals/outcomes.

Assist in formulating mid-term and final internship evaluation reports for each intern and collect the final evaluations.

Meet with intern, partner teaches(s) and principal to complete an Internship Withdrawal form if difficulties are not resolve dand the intern must leave the placement.

#### **6.7.8 The Field Experiences Coordinators**

The Field Experiences Coordinators

Liaise between school division personnel and Field Experiences in the Programs Office, College of Education.

Are responsible for all field experience placements.

Encourage Directors to recruit the most able teachers to be partner teachers.

Arrange schedules and travel for supervisors.

Attend to in-school intern matters such as teaching difficulties, personality conflicts, absenteeism, and make final decisions relating to difficulties arising in school situations.

#### **6.7.7 The Assistant Dean Undergraduate Programs and Research**

Develops and organizes the Internship Inservice Program in collaboration with faculty.

Oversees changes in program and policies of the internship.

Oversees College-level program examination research and publications related to the internship.

Coordinates and communicates core course work and field experiences.

Act as liaison between the College of Education and the Practicum Advisory Council.

## **7.0 REQUESTS AND APPEALS RELATED TO FIELD EXPERIENCES**

7.1 The following requests by teacher candidates shall be made initially in writing to the Field Experiences Coordinator or designate:

7.1.1 Requests for preferred placements.

7.1.2 Requests for placement by teacher candidates who failed to appear at the assigned school in a previous term and who did not withdraw officially.

7.1.3 There are two levels of appeal. These are:

- Student Affairs and Academic Standards Committee (with the Associate Dean involved as an ex-officio committee member)
- Dean or designate.

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

7.2.1 Requests for exemption from the entire or a portion of the prescribed student teaching or internship field experience on the basis of previous teaching experience.

7.2.2 Requests related to the evaluation of teaching performance in student teaching and internship.

7.2.3 Teacher candidates may appeal the decisions of Student Affairs and Academic Standards Committee by writing to the Dean or designate.

7.3 Teacher candidates may appeal any decision perceived to be unjust or unfair. All appeals must be in writing, submitted within 30 days from the date of notification of the decision. At each level of appeal the appeal will be considered, a decision will be rendered and the teacher candidate will be informed of the next level of appeal.

7.4 Each appeal body shall solicit the views of the Undergraduate Program Coordinator determine that its decisions are consistent with college programs.

## **8 ACCOMMODATIONS POLICY**

The Policy and Plan can be found here:

<http://www.usask.ca/education/fieldexperiences/dss-accommodation-plan/>

**Appendix A Developmental Timeline of 16-week Internship\*Post this timeline to guide your internship\***

<b>Weeks 1-2</b>	<b>Weeks 3-4</b>	<b>Weeks 5-6</b>
<p><b>Week 1:</b> Participate in the start of school teacher days.</p> <p>With your co-operating teacher, agree upon the concept/skill focus and overall learning outcomes for your co-generated unit plan</p> <p><b>Week 2 :</b> Develop &amp; implement one lesson per day</p> <p>Make sure your PGP is up to date</p>	<p><b>Week 3:</b> Implement two lessons per day</p> <p>Provide a written copy of the co-generated unit to your co-operating teacher for feedback and editing.</p> <p>Make sure your PGP is up to date</p> <p><b>Week 4:</b> Provide a written copy of co-generated unit to your internship facilitator for feedback</p> <p>Begin arranging experiences in a variety of environments in you school – e.g., to work with students and teachers in other classrooms</p> <p>Make sure your PGP is up to date</p>	<p><b>Week 5:</b> Take over at least half of the instructional duties of your co-operating teacher</p> <p>Begin implementation of your co-generated unit</p> <p>With your co-operating teacher, agree upon the concept/skill focus and overall learning outcomes for your second unit plan and begin development</p> <p>Make sure your PGP is up to date</p> <p><b>Week 6:</b> Using your PGP, complete the Midterm assessment with your co-operating teacher and send electronic final copy to your internship facilitator</p> <p>Co-plan and developing various lessons/units with your co-operating teacher and if possible other teachers in the school, in preparation for full-time teaching</p> <p><b>Make sure your PGP is up to date</b></p>
<b>Weeks 7-8</b>	<b>Weeks 9-11</b>	<b>Weeks 12-16</b>
<p><b>Week 7:</b> Take over the instructional duties of your partner teacher [for at least five weeks]</p> <p>Provide a written copy of your second formal unit plan to your partner teacher and internship facilitator for feedback</p> <p>Make sure your PGP is up to date</p> <p><b>Week 8:</b> Begin implementation of your second formal unit</p> <p>Make sure your PGP is up to date</p>	<p><b>Week 9:</b> Provide written copies of various lessons/units to teachers (your co-op and other) for feedback</p> <p>Make sure your PGP is up to date</p> <p><b>Week 10:</b> Be sure to gather feedback/evidence from all teachers you work with and ensure your PGP is up to date.</p> <p><b>Week 11:</b> Arrange to visit 'special areas' (e.g.: resource room, special programs, school resource centre) in your school and/or other classrooms in other schools for professional development opportunities (scheduled for the final weeks of internship)</p> <p>Make sure your PGP is up to date</p>	<p><b>Make sure your PGP is up to date</b></p> <p><b>Week 12:</b> Begin decreasing teaching to half-time</p> <p><b>Week 13:</b> Visit special areas, other classrooms/schools for professional development opportunities</p> <p><b>Week 14:</b> Teaching load can now be less than half-time. By Week 15, it can be down to one class.</p> <p><b>Week 15:</b> Using your PGP, complete the final assessment with your co-operating teacher and send it to your internship facilitator for feedback</p> <p><b>Week 16:</b> Enjoy the final days of your internship!</p>

## APPENDIX B

### **\*\*Student Teaching Experiences revision TBD**

The following student teaching experiences are offered in the Sequential program:

EDUC 321.3 Student Teaching focuses on community and field-based learning in alternate sites of educational practice that offer an integrated and orientating 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.

EDUC 322.3 Teacher candidates will engage in weekly school-based experiences, and in one full-time week at 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.

EDST 103.0 Student teaching Sequential Elementary/Middle/secondary  
Prerequisite: Admission to the Sequential Program.

Student Teaching 103 involves directed observation and participation in a host school where teacher candidates learn about teaching and learning by collaborating with teachers to enhance student learning. The course carries no credit but is a program requirement.

The following Student Teaching experiences are offered in the Concurrent program:

EDST 213.0 Student Teaching Concurrent Elementary/middle- Year 2; Secondary

Prerequisite: Elementary/Middle Years- EFDT 101; Secondary – Completion of professional courses in Years 1 & 2.

Student Teaching 213.0 involves directed observation and participation in a school classroom. For teacher candidates in the Elementary/Middle Years options, it takes place in second term and for teacher candidates in the Secondary option, it consists of a two-week experience in rural Saskatchewan after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 303.0 Student Teaching Concurrent Elementary/Middle Years  
Prerequisite: Completion of Years 1, 2, & 3 professional courses and EDST 213.

Student Teaching 303.0 involves directed observation and participation in a school classroom and consists of a two-week experience in rural Saskatchewan after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 304.0 Student Teaching Concurrent Secondary

Prerequisite: Completion of Years 1, 2& 3 professional courses and EDST 213.

Student Teaching 304.0 involves three weeks of directed observation and participation in a school classroom and consists of a two-week experience in rural Saskatchewan after the conclusion of final exams. The course carries no credit but is a program requirement.

The following Student Teaching Experiences are offered in the Bed-Mus. (Mus.Ed) program;

EDST 130.0 Student Teaching B.ED/B.Mus. (Mus.Ed.) Elementary/Middle Years

Prerequisite: Admission to the B.Ed./B.Mus. (Mus.Ed.) Program.

Student Teaching 130.0 involves one week of directed observation in a music classroom after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 137.0 Student Teaching B.Ed./B.Mus. (Mus.Ed.) Secondary

Prerequisite: Admission to the B.Ed./B.Mus.(Mus.Ed.) program

Student Teaching 137.0 involves one week of directed observation in a music classroom after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 230.0 Student Teaching B.Ed./B.Mus. (Mus. Ed.) Elementary Middle Years

Prerequisite: Completion of Years 1 & 2 professional courses and EDST 130.

Student Teaching 23.0 involves three weeks of directed observation and participation in a music classroom in third term. The course carries no credit but is a program requirement.

EDST 237.0 Student Teaching B.Ed. /B. Mus. (Mus. Ed.) Secondary

Prerequisite: Completion of Years 1 & 2 professional courses and EDST 137.

Student Teaching 237.0 involves three weeks of directed observation and participation in a music classroom in third term. The course carries no credit but is a program requirement.

EDST 330.0 Student Teaching B.Ed./B.Mus. (Mus.Ed.) Elementary/Middle Years

Prerequisite: Completion of Years 1, 2, & 3 professional courses and EDST 230.

Student Teaching 330.0 involves three weeks of directed observation and participation in a music classroom after the conclusion of final exams. The course carries no credit but us a progam requirement.

EDST 337.0 Student Teaching B.Ed./B. Mus. (Mus.Ed.) Secondary

Prerequisite: Completion of Years 1, 2, & 3 professional courses and EDST 237.

Student Teaching 337.0 involves three weeks of directed observation and participation in a music classroom after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 420.0 Student Teaching B.Ed./B. Mus. (Mus.Ed.) Elementary / Middle Years  
Prerequisite: Completion of Years 1, 2, 3 & 4 professional courses and EDST 330.

Student Teaching 42.0 involves three weeks of directed observation and participation in a regular classroom after the conclusion of final exams. The course carries no credit but is a program requirement.

EDST 427.0 Student Teaching B.Ed./B. Mus. (Mus.Ed.) Secondary  
Prerequisite: Completion of Years 1, 2, 3 professional courses and EDST 337.  
Student Teaching 427.0 involves three weeks of directed observation and participation in a regular classroom after the conclusion of final exams. The course carried no credit but is a program requirement.

Many full-time music specialist positions are available to young teacher who are entering the work force. However, some teaching positions involve part-time music along with other subject specialties. This two-degree program will train teacher candidates to meet the challenge of a variety of teaching positions in a flexible job market.

## APPENDIX B

### 14.4.1 EDPRT 200 (6 Weeks)

Prerequisite: Journeyman's Certificate or Technology Diploma and one of required course (C.W.D. of 502).

EDPRT 200 is for teacher candidates in the Post-Secondary Vocational/Technical Certificate Program. These teacher candidates must plan and teach lessons, be supervised, assume the full responsibilities of a teacher, and/or carry out other such educational activities as deemed appropriate to their program.

### 14.4.2 EXPR 401.6 (8 Weeks)

EXPR 401.6 is for Vocational Education teacher candidates in Option A of the program and is completed at the end of year 3. (Note: See 14.4.3. for Option B). These teacher candidates are meeting the requirements of certification and must plan and teach lessons, be supervised, and assume the full responsibilities of a teacher. Permission for all other teacher candidates to take this course is granted only by the student Affairs and Academic Standards Committee.

### 14.4.3. EXPR 402.12 (6 Weeks)

EXPR is a 16 week extended and extensive field study experience for teacher candidates who have completed all preliminary Student Teaching experiences. These teacher candidates are meeting requirements for certification and must plan and teach lessons, be supervised, and assume the full range of responsibilities of a teacher.

Department of Curriculum Studies (April 1994)  
Northern Joint Field Experience Committee, (April 1994)  
Faculty Executive (April 1994)  
College of Education (May 1994)  
Updated October 30, 2012