More information can be found on the College of Education website at:

http://www.usask.ca/education/fieldexperiences/
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INTRODUCTION

This Field Study Handbook and the associated Field Experience Syllabi 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 Experiences are delivered in a variety of ways, depending on year in the program and program type (Indian Teacher Education Program/IITEP, Saskatchewan Urban Teacher Education Program/SUNTEP, and Sequential B.Ed. 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 experiences 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 Experience”, the language regarding the internship module has also changed. “Field Experience Professional Internship” is the title of the current course EXPR 422.15.

In the fall of 2016, Sequential students take EDST 321.3 and 322.3 in their first year in the College, with EXPR 422.15 occurring in their second and final year.
Field Experience Team

Dr. Dawn Wallin
Associate Dean of Undergraduate Studies, Research and Partnerships
306-966-7560
Room 3361 Programs Office
dawn.wallin@usask.ca

Melanie Wilkinson
Co-ordinator of Field Experiences
306-966-2632
Room 3309 Programs Office
melanie.wilkinson@usask.ca

Kathy Pryor-Hildebrandt
Field Experience Officer
Phone: 306-966-7667
Room 3305 Programs Office
kathy.pryor-hildebrandt@usask.ca

Dianne Sander
Field Experiences Clerical Assistant
Phone: 306-966-7736
Room 3350 Programs Office
Dianne.sander@usask.ca
I. 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 Canadian History, especially in reference to Saskatchewan and Western Canada;
- Demonstrates proficiency in the Language of Instruction;
- Demonstrates knowledge of First Nations, Metis and Inuit Culture and History (e.g., Treaties, Residential School, Scrip, and Worldview);
- Demonstrates ability to use technologies readily, strategically and appropriately;
- Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge); and
- Demonstrates ability to strive for/pursue new knowledge.

Instructional Competencies
- 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.
II. ROLES AND RESPONSIBILITIES

The Role of the Teacher Candidate

Purpose of Pre-internship Field Study

During pre-internship field study, partner schools are teacher candidates' professional homes where teacher candidates learn about teaching and learning by collaborating with teachers to enhance student learning.

During pre-internship field study teacher candidates

• Deepen professional understandings by actively participating in the life of the 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 and the community and the school in society.
• Further develop their professional identities and gain insight into the realities of classroom teaching
• Develop understandings related to the partners involved in Education
• Develop skills and strategies related to teaching competencies: professionalism, knowledge, instruction and curriculum

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 partner teacher(s) and/or other teacher candidates

To participate in classrooms at different grade levels and engage in all aspects of the life of the school as much as possible

• Volunteer to read with individual students
• Volunteer as a small group facilitator
• Volunteer to share personal expertise with teacher and students
•
To 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 PGP (including evidence and analysis/reflection)
- Use your PGP as a focus for discussions such as seminar conversations and end of term Essential Questions.

To participate in opportunities for teacher talk/reflective conversations

To experiment and take risks

To attend and participate in all course seminars led by EDST 321 coordinators and the end of term Essential Conversation

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

- Use PGP to complete Field Experience Assessment form
- Collaborate, as appropriate, with teachers and in-school administrators
Role of Partner School Teachers with the support of In-school Administrators:

Allow opportunities to learn

- Engage Teacher Candidates in experiences from observation to small group facilitation to implementation of mini-lesson plans to a sequence of lessons as indicated in their field study course syllabi

Allow opportunities for broad based experience

- Multiple grade experiences
- Multiple subject area experiences
- 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

Assist teacher candidates in gathering evidence for their Professional Growth Portfolio (PGP)

- Provide informal written feedback for lessons and other areas as well as provide suggestions from their field experience related to the PGP
- Allow opportunities for teacher candidates to complete assignments connected to on-campus course work

Complete Field Experience Assessment forms (from website) with teacher candidates at the end of term 1 and term 2

- Use the teacher candidates' PGP for this
- Can be done collaboratively by several teachers and in-school administrators
Role of the EDST 321 Coordinator and the College of Education:

- Liaise between the partner school and College of Education, including 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, upon consultation with Field Experience team

- Support opportunities for partner school staff and in-school administers to learn together with teacher candidates and College faculty about ways of enhancing student learning

- Help schedule and coordinate class assignments during scheduled in-school days

- Collaborate with Field Experience team EDST 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

- Communicate any issues that may arise to Coordinator of Field Experiences as well as collaborate in possible solutions.
Pre-internship Program Expectations

Please see: http://www.usask.ca/education/fieldexperiences/pre-internship/program-expectations.php

Pre-Internship 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 includes a rubric related to the PGP categories as well as a signature and summary page. As an official document, it must be signed by all parties involved. While offering formative feedback, this document serves as the summative evaluation. This summative evaluation will be brought to your essential conversation at the end of each term and will help guide your discussion with cohort coordinator.

For further assessment and evaluation of field experiences related to EDST 321.2 and 322.3, please see Appendix B for the Field Study Assessment form. Assessment form also available at: http://www.usask.ca/education/fieldexperiences/pre-internship/assessment-evaluation.php
III. FIELD STUDY PLACEMENT PROCEDURES AND SUPPORTS

Field Placement Protocol

EDST 321.3 and 322.3 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 coursework 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 321/322 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

MANDATORY Criminal Record Check (CRC) with the additional requirement of the vulnerable sector check, are mandatory for ALL Teacher Candidates

First year Sequential Teacher Candidates - please deliver an original document representing your CRC to your Cohort Coordinator. Field Experience will deliver the CRC to the school division office connected to your partnership school. Your CRC should be given to your cohort coordinator in a sealed envelope with your name on the envelope.**Please retain additional copies so you can use for second term.

Interning Teacher Candidates will deliver an original document representing the criminal record check to Dianne Sander in the Programs Office by June 30 for Term One and prior to Nov. 30th for Term Two. Field Experience will forward the document to the school division in which you will be doing your internship.

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

If You Have a Criminal Record

Teacher candidates with a criminal record are advised to seek advice as to whether they will be eligible to student teach, intern in schools or teach once they graduate. You are advised to apply for a pardon as soon as possible. Further information regarding eligibility to receive certification and application for a pardon can be found at:

http://www.npb-cnlc.gc.ca/pardons
- Click on Pardons in the top box for more information

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.


Teacher candidates with disabilities who anticipate they may need reasonable accommodation in order to meet the required standards are responsible for registering with Disability Student Services (DSS) as soon as possible (preferably prior to school start-up).

http://students.usask.ca/disability/dss/

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 internship). This plan is separate from the DSS accommodation plan and is to offer additional support when in the field. Once you have registered with DSS, then you can meet with Melanie or Kathy 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 internship; for further information, see: http://www.usask.ca/education/fieldexperiences/internship/difficulties-arise.php

Tools and Resources

Please refer to the Tools and Resources tab on our website for lesson plan and unit plan templates, FNMI infusion information, suggested websites and readings and other useful tools and resources.

IV. AWARDS AND FUNDING

Field Experience Travel Bursary

This up to $300 bursary supports travel by teacher candidates related to out-of-town field experiences (student teaching within PSSD; internship; inquiry course) and is distributed on a needs’ basis within available College funding. Information will be provided directly to TCs at student teaching and internship orientations, and through Inquiry Course instructors. Information is found on our website under Policies and Schedules.

Bates Award for Excellence in Student Teaching (Internship Experience)

The Bates Award for Excellence in Student Teaching is a prestigious award received by meritorious undergraduate students in the College of Education at the University of Saskatchewan in their final term of study (related to internship). The Award is annually presented to teacher candidates who have demonstrated educational excellence; innovation; a
high degree of impact upon their fellow students, students in school, or the community; and academic achievement while members of the College community. Teacher candidates may be independently nominated by faculty, or solicit support for their nomination from faculty, to be considered for the Award. For more information, see:
http://www.usask.ca/education/fieldexperiences/BatesAward
Professional Growth Portfolio (PGP) Competencies

We strive to prepare educators who

**Goal 1: demonstrate professional (personal) competencies including:**

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

**Goal 2: demonstrate knowledge competencies including:**

2.1 knowledge of Canadian History, especially in reference to Saskatchewan and Western Canada;
2.2 proficiency in the Language of Instruction;
2.3 knowledge of First Nations, Metis and Inuit Culture and History (e.g., Treaties, Residential School, Scrip, and Worldview);
2.4 ability to use technologies readily, strategically and appropriately;
2.5 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge); and
2.6 ability to strive for/pursue new knowledge.

**Goal 3: demonstrate instructional competencies including:**

3.1 the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
3.2 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.

**Goal 4: demonstrate curricular competencies including:**

4.1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;
4.2 the ability to incorporate First Nations, Metis, and Inuit knowledge, content and perspective into all teaching areas; and
4.3 the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways.
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

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 planning, 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 two 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.

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.

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:

Supervision and Curriculum Development (ASCD).

Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). The first days of school: How to be an effective teacher.
**Schedule:**
Sequential Cohorts: 2x a week in Schools on Tuesdays and Wednesdays

- Week of Sept. 14th and 21st – ½ day orientations.
- Week of Sept. 27th – First week in schools.
- Oct. 14th – 321 Seminar (Room and Time TBA by instructor)
- Nov. 18th – 321 Seminar (Room and Time TBA by instructor)
- Week of Dec 7th – Last week in schools for the term.
- Week of Dec. 5th and 12th - Essential Conversations.
- Special Wednesday half day seminars (tailored for t.c. who need support)

**Evaluation:** Pass/Fail

Data for Evaluation drawn from:
- Attendance
- Creation and Implementation of 2 Lesson Plans
- Completion of some components of the PGP (Focus on PGP 1 and 2)
- Field Experience Assessment form (rubric, summary and signature page)
- Essential Conversation – held at the end of the term

**EDST 321.3 Assessments and Suggested Activities (please see website and EDST coordinator)**

**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/](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)
Accommodation Planning For Teacher Candidates with Disabilities

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Additional info:

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

Professional Accountability

Professional Accountability: Supporting College of Education Positive Relationships
Students, staff, faculty, and instructors in the College of Education aspire to the high standards of professionalism associated with the teaching profession.

Please see our website re: Professional Accountability
http://www.usask.ca/education/professionalism/accountability.php