



UNIVERSITY OF SASKATCHEWAN

College of Education

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# EXTENDED PRACTICUM GUIDEBOOK

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**Audited by:**

Dr. Shaun Murphy

Arvelle Van Dyck

Camille Hounjet

Kathy Pryor-Hildebrandt

Sphinx Liang

Interim Associate Dean, College of Education

Director, Undergraduate Programs, College of Education

Field Experiences Coordinator, College of Education

Field Experiences Officer / Learning Communities Coordinator, College of Education

Field Experiences Admin Support, College of Education

College of Education

University of Saskatchewan

28 Campus Drive

Saskatoon, SK S7N 0X1

Email: [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca)

Tel: (306) 966-7665

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## Introduction

The EXPR 422 Guidebook covers the main requirements and components of the 16-week practicum. This book was developed while keeping in mind the diversity of the classrooms where the Teacher Candidates are placed as well as the various learning styles and skills of all the teacher candidates.

The relationships the teacher candidate will form with the collaborating teacher and facilitator is essential for success. We encourage you to be open with your communication and always be upfront with any concerns or questions you may have during these 16 weeks. Your collaborating teacher(s) and facilitator come with a wealth of knowledge, skills, and experience to support you in developing your teacher competencies and to have a successful Extended Practicum.

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

## Field Experiences Team

Dr. Shaun Murphy  
Interim Associate Dean  
Undergraduate Programs, Partnerships, and Research  
306-966-7560  
[shaun.murphy@usask.ca](mailto:shaun.murphy@usask.ca)

Camille Hounjet  
Field Experiences Coordinator  
306-966-7633  
[camille.hounjet@usask.ca](mailto:camille.hounjet@usask.ca)

Alisa Favel  
Field Experiences Coordinator  
306-966-7596  
[alisa.favel@usask.ca](mailto:alisa.favel@usask.ca)

Kathy Pryor-Hildebrandt  
Field Experiences Officer / Learning Communities Coordinator  
306-966-7667  
[kathy.pryor-hildebrandt@usask.ca](mailto:kathy.pryor-hildebrandt@usask.ca)

Sphinx Liang  
Field Experiences Administrative Support  
306-966-7736  
[sphinx.liang@usask.ca](mailto:sphinx.liang@usask.ca)  
[education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca)

## **Land Acknowledgement**

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relations with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive, and respectful encounters in these places.

## **Welcome to Extended Practicum**

The practicum is an intense, busy term but it also is one of the most amazing 16 weeks of your education and your career.

It is a time where you will put into practice all you have learned in your courses and be further inducted into the teaching profession. You will work with a community of educators and students who will motivate you, encourage you, and challenge you to do your best.

It really is a remarkable experience, so please put in your best energies for a successful, engaging, and positive Extended Practicum experience.

This guidebook was developed to simply do that: it should guide you during your Extended Practicum by giving you the opportunity to develop your teacher identity while further developing your teacher competencies.

This document should provide you with the information you need to have a better understanding of the field experience requirements and addresses many of the most FAQ we have encountered within the Field Experience team.

It is meant to be used as a guide and has built-in flexibility not only to ensure that the requirements are met but also to address and distinguish the various developmental needs and experiences of our teacher candidates.

Please also refer to the website for more information as certain areas could not be fully covered in this guidebook.

As always, please do not hesitate to contact the Field Experiences Personnel if you ever have any questions.

We are thankful for all the teachers, schools, First Nation communities, and school divisions in their continued support and partnership with our teacher candidates.

## **College Of Education, Field Experiences Website Link**

When any mention is made to the College of Education (CoE) – Field Website, please go to the following link: <https://education.usask.ca/students/undergraduate/field-experiences.php> and look under the section referred to.

## EXPR 422 Requirements Summary

### General Requirements

- 16-week practicum (Please see Important Dates in Field Experiences website)
  - *(Teacher candidate's orientation date is the start date)*
- Teacher candidates start in the schools the day the teachers start and follow their calendar throughout the Extended Practicum.
- Last week of school before winter/Christmas holidays is not a requirement.
  - Although many students are able to stay, this last week is not included as part of the 16-week experience.
- Professional Growth Portfolio.
  - Teacher candidates are **required** to use the PGP during their Extended Practicum. They will submit a completed version to the College at the end of Extended Practicum (see PGP section for more details) and at regular intervals determined by the facilitator.
- Prep Time: Before full time teaching,
  - Teacher candidates should be provided with at least 45 minutes and up to 60 minutes of prep time per day. This would ideally include one period a day. Lunch period is not considered a prep.
- Prep Time: During Full time teaching
  - The teacher candidate has the same prep time as the collaborating teacher as they take over teaching duties. If the teacher has an hour prep a day or 45 minutes every 2 days, then the teacher candidate should be provided with similar prep time. What happens if the teacher candidate is working with two schedules/two teachers? During full time teaching, the teacher candidate should follow the general prep schedule of the school. (If working with two teachers, full time teaching should not eliminate all preps. Arrangements should be made to ensure that the teacher candidate has the prep time on par with the LINC agreement re: prep time)

\*\*\*Please note that due to elementary and secondary schedules and the various LINC agreements across the province, the prep time will vary among teacher candidates.

### Teaching Requirements

- Full time teaching is at least five (5) weeks and, if necessary, can be longer.
- Teacher candidates are responsible for assessing students' progress in every lesson and subject they teach. They are expected to complete the term's progress reports and be in attendance for 3-way conferences (PTC) and any other teacher required events (e.g., Meet the Teacher night).
- Elementary program teacher candidates must teach a variety of subjects to meet certification. Secondary program teacher candidate's must teach their major and minor. For secondary, there is not a required number of hours but if the collaborating teacher teaches only one of

the subject areas, then arrangements should be made for the teacher candidate to teach in the other subject (typically this is a unit of study).

- Lesson plans are a requirement and continue throughout the Extended Practicum and are submitted with the unit plans. The lesson plan format required is dependent upon the progress of the teacher candidate at that time. **A day planner does not substitute as a lesson plan during any time of Extended Practicum.**
- Teacher candidates take over all the teaching duties of the collaborating teacher when teaching full time. If the collaborating teacher has a class that is not suitable for the teacher candidate or is not a course (ex. Admin. Time or counselling period), then a suitable class must be substituted. Ex. if one period a day the collaborating teacher has an admin period, then the teacher candidate would work with another teacher during that period. It would be considered part of the teaching duties and one of the classes during full time.
- Three (3) Unit plans are submitted, the lesson plans for it must be included (minimum 10 lessons). Lesson plans are written and submitted at whatever stage of lesson plan the teacher candidate is at. For example, for the first unit submission teacher candidates are to use the more detailed lesson plan version. [*Although more units will be required in order to plan for full time teaching, only three (3) are to be submitted to the facilitator.*] Units are to be resubmitted with required revisions and/or changes made during the unit delivery. Lesson plan reflections are also an expectation.

### **Timeline of Expectations**

Please see the *CoE – Field Website – under Extended Practicum Section – General Practicum Information - Weekly Timeline and Developmental Timeline* document for a timeline of expectations. This is a guide for teacher candidates and collaborating teachers to follow during the extended practicum. Also refer to Important Dates for deadlines.

### **Professionalism requirements**

- Supervision Of Teacher Candidates and Gradual Release
  - Teacher candidates should not be left alone with students. Sometimes, there is a gradual release of supervision with the teacher candidate as part of the progress and development plan for the teacher candidate. The teacher is responsible for the students in the classroom so if there is a time when supervision by proxy is appropriate, then there must be an agreed upon plan among the teacher candidate, collaborating teacher, and school administration that is communicated to the facilitator. If part of the gradual release of supervision is to give the teacher candidate an opportunity to be in the classroom without the teacher in the room [*for example, if students are not recognizing teacher candidate's authority as a teacher*], there **must** be a plan and purpose for this, and should not occur for long periods of time.
- Extracurricular Opportunities
  - Extended Practicum is centered on developing the teacher competencies. Although participating in extracurricular activities can be a component of the PGP, it is

- important for teacher candidates to ensure a balance is maintained. The majority of time should be devoted to the courses teacher candidates are teaching.
- Teacher candidates must always be supervised when working with students and should not be placed in a position where they are the primary leader of extra-curricular activities. They also should never drive students to extra-curricular activities.

\*\*Please see <https://education.usask.ca/students/professionalism.php#TheEducatorsProfession>

## Classroom Teaching Requirements

The Practicum is a sixteen-week intensive field study experience when teacher candidates are expected to develop teacher competencies.

This process is progressive in that the teacher candidate begins by teaching one lesson per day and building up to a mandatory minimum of five weeks of full-time teaching in which the teacher candidate assumes ALL the teaching responsibilities of the collaborating teacher (lesson planning and teaching, grading, and reporting, communication with parents, etc.)

The graphic below outlines the approximate progression of the teacher candidate's teaching responsibilities.

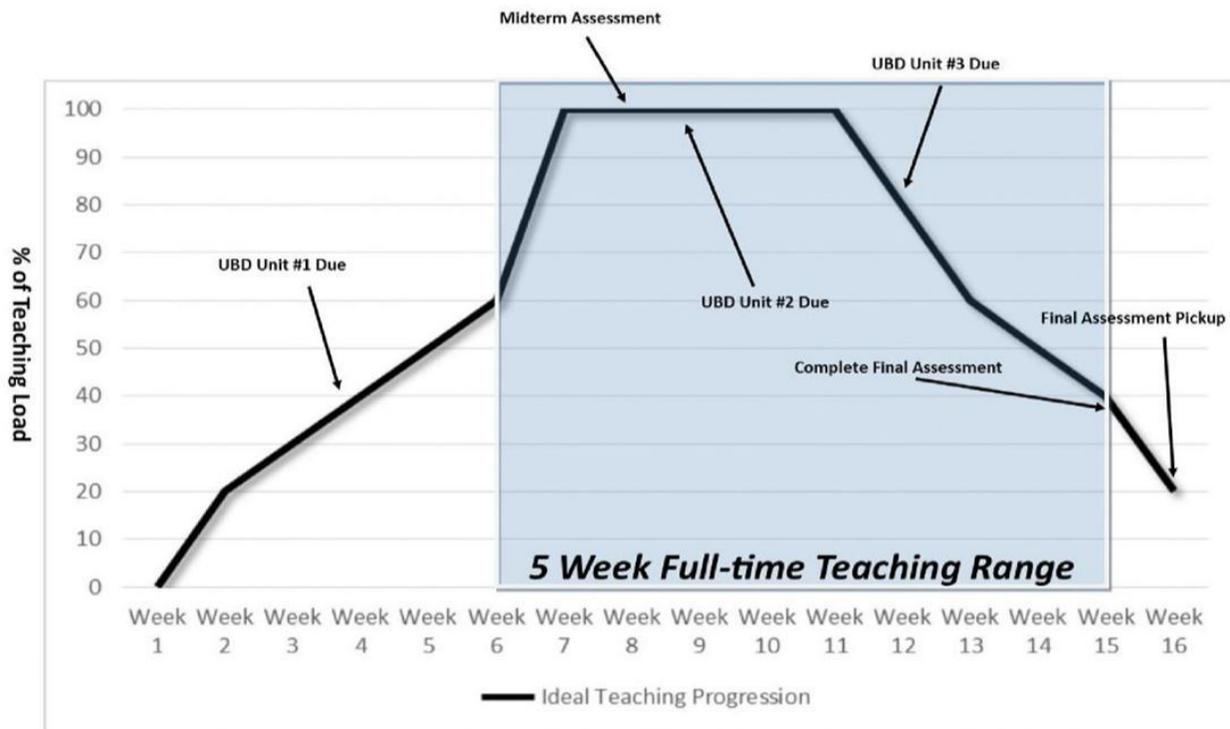


Figure 1 Approximate Progression of The TC's Teaching Responsibilities

\*\*For planning purposes: Week 1= Aug 26 – 30, ....., Week 16= Dec 12 – 16

Note: this schedule is meant to be flexible and should be adapted to meet the needs of the teacher candidate and the classroom circumstances, such as units being taught, student needs, prep time, etc.

*TIP: At the beginning of the Extended Practicum process, map out a tentative calendar using this progression as a guide. This will help clarify expectations surrounding the teacher candidate's teaching responsibilities. (Please see [Important Dates for Deadlines](#) in the Appendix.)*

## Planning – Lessons and Units

### Lesson Planning

Throughout the practicum, the teacher candidates will be developing their short-term and long-term planning abilities following the **Understanding by Design (UBD)** framework.

All teacher candidates will begin by submitting *Detailed* formal lesson plans ([Appendix A](#)) to their collaborating teacher(s) for feedback prior to teaching the lesson. As the teacher candidates display their proficiency in the Detailed lesson plan, they will move to a *Moderate* lesson plan ([Appendix B](#)) that includes the same features of the Extensive lesson plan, only in a less detailed and less formal manner. Finally, the teacher candidates will move to a *Basic* lesson plan ([Appendix C](#)) that is informally written, but still must include the lesson's curricular connections and a general description of the lesson.

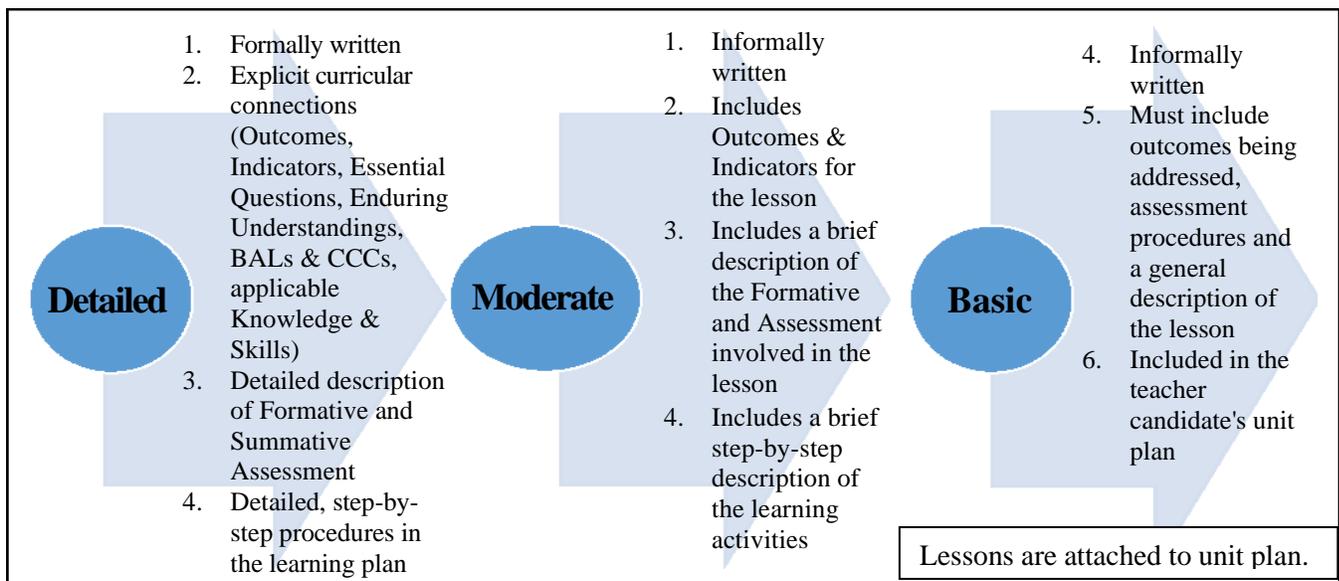


Figure 2 Lesson Planning Modules

### *When is it time to move on?*

- Consistently displays effective timing in lessons.
- The lesson has a natural flow and there aren't constant stumbles.
- Is able to teach the lesson without relying heavily on the written plan.
- Clearly demonstrates an understanding of the components of the lesson and is not forced.
- Components of the lesson are connected, accurate, and relevant.

- Feedback on components of lesson have indicated competency.
- The lesson does not go over or under time.
- Is able to adapt to the students' needs and adjust the lesson as it is being taught.
- Teacher candidate has taught a variety of lessons in modified format to help build a foundation.
- Less reliance on referring to lesson plan but uses it more as a guide.
- The areas that were modified are not weakened or omitted during the lesson
- Clear indication that the lesson components are becoming internalized, and the teacher candidate is comfortable with the lesson.

### **Moving From One Format to The Other- Things to Keep in Mind**

The teacher candidates are at the beginning stages of building their teacher competencies and over EDST 321 and 322 have had to plan only 14 lessons. Therefore, skipping steps or moving ahead too soon will not help build the base they need. There should be a substantial amount of time invested in their growth before moving to moderate and basic formats for lesson planning.

*Can a teacher candidate go to moderate lessons but then have to go back to detailed?*

Yes, often times the teacher candidate has displayed the skills to move to a moderate lesson but when that transition happens, it may become more evident that it was offered too soon. The same can happen in the transition from moderate to a basic lesson plan as well.

When creating units, the lessons plan submitted with the unit will be the format for which stage they are at during this time.

**\*\*NOTE:** The timeline for this progression will be based on the teacher candidate's developmental needs and will be left to the discretion of the collaborating teacher and teacher candidate (as well as the college facilitator, if necessary).

Please note that using a teacher resource or guide as a lesson plan is not acceptable. Although a teacher's guide is a useful tool, the outcome and indicators and the methodology must be delineated.

#### **Lesson Plan – Template and Exemplar**

Please see CoE – Field Website: Section under Tools and Resources.

For each lesson, the teacher candidate should include 1-3 *Teacher Education, Certification and Classification* (TECC) competencies that they will be targeting for that lesson.

See CoE – Field Website: Section under Professional Growth Portfolio. You will find the purposes of the Professional Growth Portfolio (PGP), how to use it, TECC Goals and the PGP Excel Spreadsheet.

UNIVERSITY OF SASKATCHEWAN College of Education LEARN. COLLABORATE. GROW.		Lesson:	Date:
ACP Target	Evidence of Target Met	Comments	Post-Conference Notes, Reflection
General Feedback:			

Please see the Appendix for the *Lesson Observation* template

Figure 3 Lesson Observation Template

## Unit Planning

It is important for the teacher candidates to develop the “big picture” for the extended practicum. Throughout the practicum, teacher candidates will most likely prepare approx. 7-10 original or substantially adapted formal unit plans of at least 10 lessons each. Units should be made for every class they are teaching continuously. The lesson plans in the un-submitted units can be an outline and then further expanded while they are teaching the unit.

**Three of these unit plans are to be submitted to the college facilitator prior to teaching** and must be created using the *Understanding by Design Model* (with the hopes that all their units are created in this format). Unit plans must include the accompanying lesson plans.

*\*\*Please note that all units and lessons plans should be organized and stored so that they can be presented to the college facilitator upon request.*

Also, please keep in mind that the teacher candidates are still teacher candidates and in order to develop their skills, they need a strong foundation of planning which includes the lessons within their unit. They cannot, at this stage of teaching, rely on day planners as they have not internalized enough of the process of planning and implementation.

Unit 1 and 2- Feedback on these required units is to be provided by collaborating teachers/college facilitators before implementation and must be provided to the collaborating teacher first, and then the facilitator at least

**What could a co-generated unit look like?**

- **Teacher candidate creates the unit with guidance and feedback from the collaborating teacher.**
- **The teacher candidate adapts one of the collaborating teacher’s existing unit plans.**
- **The teacher candidate and CT work collaboratively to create the unit.**
- **The teacher candidate works collaboratively with other teacher candidates to create the unit, with the collaborating teacher providing guidance and feedback.**

one week in advance of the planned implementation date, to allow time for required and suggested edits and revisions.

- The first unit should be co-generated with the collaborating teacher and the second and third units should be generated individually, after consultation with the collaborating teacher as to the unit focus.
- At least one of these units must infuse First Nations, Métis, Inuit content and perspectives. Please see section on Tools and Resources – Incorporating First Nation, Métis and Inuit on the CoE – Field Website. Unit 3 is submitted to the college facilitator for our records only and feedback will not be provided (unless previous units have required much overhaul). Please note that curricula state that infusion of FNMI content, perspectives, and worldview is expected for every subject.

*All units should be directly connected to Saskatchewan curricula (addressing Broad Areas of Learning, Cross-curricular Competencies, Outcomes/ indicators) and include specifically identified outcomes/indicators, identified knowledge and skills, assessment & evaluation plan, and a detailed learning plan.*

\*\*Dates to submit unit plans to the facilitator are provided on the page of Important Dates in the Appendix.

#### Understanding by Design – Template and Exemplar

*See CoE – Field Website: Section under Tools and Resources - Unit Planning.*

#### UBD requirements.

The template provided on our website is the general UBD template. Some divisions have modified it to their needs and Teacher Candidates can use that one, as long as it follows the depth that the Understanding by Design model provides.

## Professional Growth Portfolio (PGP)

Throughout the teacher candidate's program in the College of Education, University of Saskatchewan, they are working towards achieving professional competencies as indicated in the program goals. The teacher candidate is responsible for using the Professional Growth Portfolio as a tool for gathering evidence of their progress toward achieving TECC program goals and outcomes. The French version is available on the College of Education, Field Experiences website.

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

Figure 4 PGP Goals

The Professional Growth Guide/Portfolio is similar in scope and purpose to individual professional planning guides and portfolios widely used by teachers. It is designed to:

- Focus thinking on the connections between theory and professional practice
- Focus on students' learning as well as on theorizing about the teacher candidate's own teaching practice

- Identify strategies for working towards professional goals and teaching competence
- Identify criteria for measuring progress
- Develop professional interactions and discussions among colleagues including other teacher candidates, collaborating teachers, course instructors, Extended Practicum facilitators
- Share responsibility for leadership
- Increase professional knowledge, involvement, and develop ownership of the teacher candidate's learning and growth

### **PGP During EXPR 422**

The PGP is the foundation of the teacher candidate's planning, teaching, and assessment. Throughout their practicum, teacher candidates will be using these PGP competencies to drive their instruction, plan next steps as well as document their evidence and analysis of their teaching.

With this in mind: the teacher candidates will be required to update their PGP regularly as they will need to build on what has been accomplished and what still needs work. When lesson planning, in addition to identifying the PGP target, the teacher candidate should specify what they predict will be the evidence for meeting the target.

The PGP also is used for their practicum assessment. The evidence used in the PGP will help create the midterm assessment and final evaluation and must be shared regularly with the cooperating teacher and practicum facilitator. Two new entries for each PGP goal must be completed (and submitted) prior to the end of the extended practicum.

Throughout their practicum, teacher candidates will be working towards building competency in the TECC goals set by the Ministry of Education. The facilitator will set regular submission dates.

### **PGP Focus and Entry Requirements**

The teacher candidates will use these TECC Goals as their personal learning targets in their lessons, observations, professional development, conversations with other teachers, etc. Teacher candidates should regularly record evidence of meeting these targets in their Professional Growth Portfolio. The teacher candidate's daily entries **MUST** include:

- The appropriate TECC target
- The date and context in which the target was met
- Specific evidence they have met the target
- Critical reflection and significance to the teacher candidate's professional growth
- The teacher candidate's next steps and plans for further growth in that area.

The professional growth portfolio will then be used as the basis for the Mid-Term and Final Assessments as well as the September progress report.

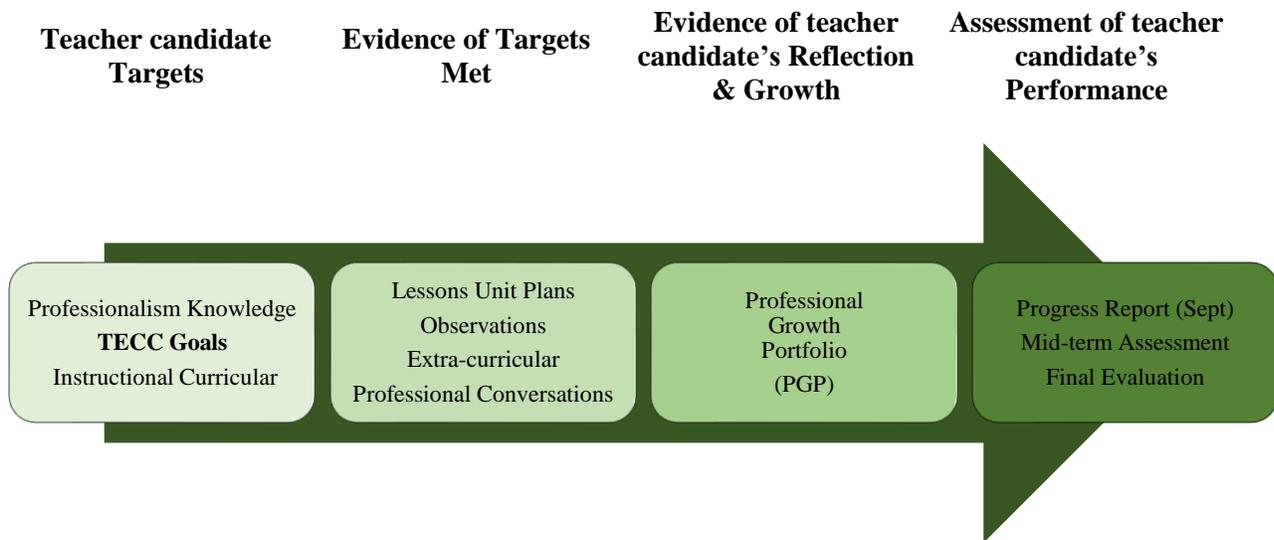


Figure 5 TECC Competencies Professional Growth Plan (PGP)

Although all TECC competencies may be addressed in the teacher candidate's lesson plans at any time, the Professional Growth Portfolio should be approached in a *scaffolded* way.

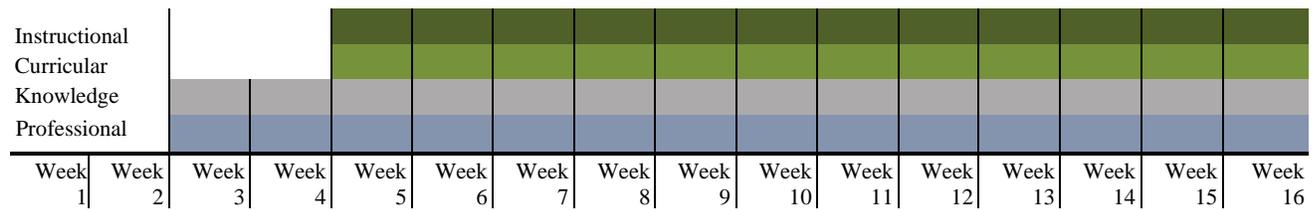


Figure 6 Professional Competencies Schedule

The teacher candidates will begin by focusing solely on the development of their *Professional Competencies* (PGP Area 1) for the first week. During Week 2, the teacher candidates will begin to focus on establishing their *Knowledge Competencies* (PGP Area 2). During the first in-service, the teacher candidate and collaborating teacher will be given the opportunity to reflect upon the competencies and establish goals for further growth in those areas.

The teacher candidates will submit the PGP to the college facilitator at determined intervals throughout the extended practicum and have them ready for viewing:

- ✓ At regular submission times set by the facilitator (i.e., every two weeks)
- ✓ At both in-services
- ✓ During both formal observations
- ✓ With unit plan #3
- ✓ With the final assessment

*How many PGP competencies should Teacher Candidates have per lesson?*

Depending upon the lesson and area of focus to observe, each lesson can have 1-3 PGP goals. Remember these are areas for focus, not being “touched upon”.

*How many entries are required for each PGP competencies for the portfolio to be complete by the end of the extended practicum?*

Since this PGP is a continuation from the year prior, teacher candidates will have some entries in the portfolio that will need further growth. However, each teacher candidate is required to have at least two (2) new entries per PGP competency completed during their Extended Practicum.

The teacher candidates do not have to input in their portfolio ALL the evidence and the reflection they have done during their Extended Practicum, but can choose which ones they want to enter to highlight and focus their efforts during this time.

### **PGP Format**

The PGP has been created as a Word document. The TECC table (PGP targets) appear in a table above the chart. Cut and paste the PGP target you have selected into the appropriate column. There is no word count, so you are able to state your reflections clearly and thoroughly. The word document is easily shared with your cooperating teacher and your facilitator.

The date should reflect a specific day of entry, and not an entire term.

In addition, a document, entitled *Four Steps to Reflection* is available on the CoE website, under the TECC heading.

## Assessment of the Teacher Candidate

The fillable PDF forms for midterm and final assessments can be found under the section *Extended Practicum – Assessment and Evaluation on the CoE – Field Website*. Please feel free to contact your Facilitator if you would like some assistance word choice or overall editing.

During the practicum, assessment and evaluation of professional growth will be continuous. Teacher candidates are expected to continue collecting and analyzing evidence of professional growth using the Professional Growth Portfolio (PGP).

Evidence of their teacher competences include:

- Formal written feedback from collaborating teacher(s) (daily, if possible).
- Formal visits by Extended Practicum facilitator and their feedback should be included as 'evidence' of professional growth in the PGP.
- Other materials to be gathered as evidence include lesson plans, self-evaluations, peer feedback, anecdotal notes, and can include photos, video clips and examples of work collected from students. \*When using student work, names must be blocked off and permission obtained. If photos are used without permission, faces may not be shown.

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

Because feedback and reflection are required for professional development, pre- and post-conferencing are very important. Jot notes from these professional conversations can be included in the PGP.

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

### **Assessment Reports**

\*\*When completing the teacher candidate assessment reports, the evidence contained in the teacher candidate's PGP should be used as the evidence of meeting the competencies.

### **Using the PGP for Assessment**

The teacher candidate should have their PGP available when meeting to complete the assessment. As the pair discuss each competency, the teacher candidate will provide the evidence from the PGP to start the discussion. This will serve as the basis of areas of strength and areas needing improvement. The evidence in the PGP should be used in the assessment reports but the teacher can also include other evidence/observations that are appropriate.

*At the midpoint of the practicum*, teacher candidates and collaborating teachers, with the support of facilitators, will write a formative 'mid-term' report evaluating the teacher candidate's progress towards program goals and outcomes using evidence, analysis and reflections collected in the PGP.

*At the end of the practicum*, a final evaluation is completed. The final evaluation report indicates that the teacher candidate has successfully completed the requirements of the intensive field experience. The final report is also completed by collaborating teachers and teacher candidates, in consultation with Extended Practicum facilitators. Fillable PDF forms of assessment are available on the CoE website.

Highly Proficient	Proficient	Developing	Not Present
the teacher candidate has exceeded expectations for a student teacher on a particular competency	the teacher candidate has met expectations on a particular competency	the teacher candidate has identified the competency as a PGP goal, and is working towards meeting the expectations for the competency	<ul style="list-style-type: none"> <li>the teacher candidate has not yet identified the competency as a PGP goal.</li> <li>The collaborating teacher does not see evidence of this competency</li> </ul>

Figure 7 Assessment Levels

### **Expectations and the Assessments- Guide for Distinguishing HP-Highly Proficient, P-Proficient, Dev - Developing, and NP-Not Present.**

The expectations for the teacher candidates are based on their proficiency of the competency of teacher candidates and not that of a veteran teacher nor a beginning teacher. Therefore, it is understood that the teacher candidate may have demonstrated competencies that are highly proficient for a teacher candidate (in other words, a student).

The practicum is also a process. As teacher candidates concentrate on PGP areas 1 and 2 the first 4 weeks of their practicum, teacher candidates will continue to make progress on these two competency areas throughout and should not abandon them once they focus more on PGP areas 3 and 4. With this in mind, if a teacher candidate is assessed at the midterm with a HP or P, this does not mean that the score should remain the same, if they are doing exactly the same things. There should still be improvement even if the teacher candidate does receive a HP on the midterm for any of the competencies. Therefore, it is acceptable for the assessment levels to change from HP at midterm to P on the final assessment if performance has remained exactly the same / growth has not occurred.

The teacher candidate should be able to demonstrate their proficiency of a competency on a consistent basis. For a student to demonstrate an HP, they need to have gone above and beyond the expectations on a regular basis. There may be some slight variations from one level to another, but the final assessment should be based on the overall performance.

Please see [Appendix D - Distinguishing the Levels of The Assessment Rubrics](#) for an example of the different levels of demonstrating proficiency in the competencies.

### **Process For Collection of Signatures and Forwarding to Facilitators**

The College of Education is now using an electronic filing system. Therefore, we ask for your cooperation with following:

1. The collaborating teacher and teacher candidate should TYPE all information and comments in this fillable form. Documents are also available online: <https://education.usask.ca/students/undergraduate/field-experiences.php#FieldPracticums>
2. The teacher candidate is responsible for getting all signatures from the CT and Principal. (*Digital signatures are preferred*). Please prepare this in a timely manner so that people have an appropriate time in which to read and sign,
3. Please name the completed PDF in the following format:  
LASTNAME\_FirstName\_StudentNumber\_CourseCode\_MMMYYYY  
(e.g., DOE\_Jane\_12345678\_EDST\_213\_APR2022)
4. The CT will forward the completed electronic assessment to the facilitator for final approval. (Not applicable to EDST 213.0)
5. Once approved, the facilitator will:
  - a. Electronically sign and return the final copy to the CT and teacher candidate for their records.
  - b. Forward the final copy to the College of Education. Please zip all final evaluations and email them to the Field Experiences Office at [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca).

**Again**, the Official Final Evaluation MUST be signed by the collaborating teacher(s), the teacher candidate, the school principal, and the facilitator. This final evaluation report is an official document on which the teacher candidate relies as documentation of their teaching experience. It is the responsibility of the teacher candidate to ensure they have a signed copy of the final evaluation for their files or for job application purposes.

Release time (a half day for writing the mid-term report and another half-day for writing the final report) is provided for collaborating teachers and teacher candidates. Collaborating teachers are responsible for selecting the half day and for ensuring completion of the final report in a timely fashion for collection by the Extended Practicum facilitator during the final days of the Extended Practicum.

## Observations and Feedback

### Professional Conversations and the Observation Cycle

Professional conversations and “teacher talk” are essential aspects of the teacher candidates’ learning experience; all teacher candidates and collaborating teachers, therefore, will be expected to make time throughout the day for these conversations to occur. The Supervision Cycle Process should occur daily, and consists of the ongoing cycle of teacher candidate performance, teacher feedback, critical reflection, and incorporation of feedback:

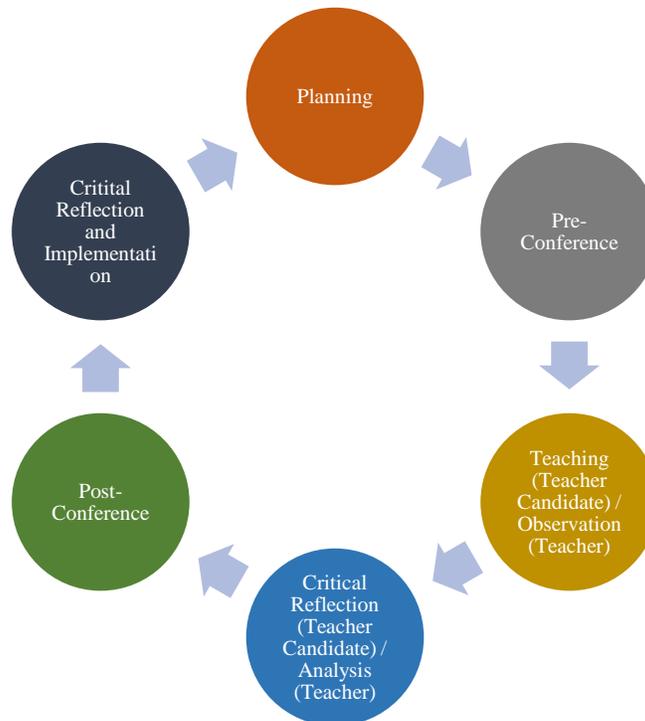


Figure 8 Professional Conversations and the Observation Cycle

Please see <https://education.usask.ca/students/undergraduate/field-experiences.php#ToolsandResources> to aid in this process for the following documentation:

- ✓ Pre-Conference Conversation Starters
- ✓ Observation Templates
- ✓ Reflection Questions
- ✓ Post-Conference Prompts

### Providing Feedback and Scaffolding Successful Planning and Teaching

Feedback is one of the key building blocks of becoming a successful teacher. The collaborating teacher has the opportunity to be part of the teacher candidate’s success through modelling important teaching strategies/behaviors/techniques, as well as giving feedback on the teacher candidate’s progress.

## Effective Feedback

(Tomlinson & McTighe, 2006).

To be effective, feedback must be:

Timely:	Specific:	Understandable:
The greater the delay between the performance and the feedback, the less likely the feedback will help the students improve	<ul style="list-style-type: none"> <li>Grade scores are not considered feedback because they are not sufficiently specific to help a learner improve</li> <li>Positive comments such as “Well done”, are not specific enough to help a student advance learning</li> </ul>	The student must clearly understand what they have done well and what they can do differently next time to improve (rubrics that have been jointly developed with students, as well as models and exemplars can help students to better understand precisely how to improve work); and allowing for adjustment, the student needs opportunities to use the feedback in a similar context to make improvements

Figure 9 Effective Feedback

## Professionalism

The teacher candidate - collaborating teacher relationship falls under the purview of the Saskatchewan Teachers Federation standards of teacher professionalism, and as such all parties involved must adhere to the *Code of Professional Ethics* at all times. In addition, teacher candidates must always adhere to the Professionalism guidelines set forth by the College of Education.

Problematic situations should be discussed first between the collaborating teacher and the teacher candidate. The facilitator may be involved if problems continue, however, going to the facilitator first is not acceptable.

Because they are not yet certified by the province and for the protection of everyone involved, **teacher candidates must never be in the care of students without direct supervision.** This includes within the classroom, coaching, and other extra-curricular activities.

University of Saskatchewan College of Education Field Experiences Learning Policy 6.5.11 states:

The teacher candidate 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. teacher candidates should be expected only to assist with these duties; or
- a driver for the purpose of transporting students

## **Attendance and Absenteeism**

Part of being committed to the practicum and the teaching profession is adhering to the College's absenteeism policy. As professionals, it is expected that teacher candidates keep absences to an absolute minimum and adhere to the policies of the school division in instances of absenteeism during the field experience (ex. bereavement days).

However, because teacher candidates are responsible to the College of Education, they must report ALL absences regardless of the reason to the Facilitator, even partial days. In the case of illness, facilitators and collaborating teachers may ask the teacher candidate to provide a note from their physician.

Communication about absences includes the cooperating teacher, the facilitator, and to any other required personnel at the school (principal? school secretary?). When a teacher candidate is absent, the lesson plan, along with required materials and resources must be provided to the cooperating teacher.

Absences of 3 or more days - There will be a formal discussion with the collaborating teacher and the facilitator after an absence lasting 3 days or more, or frequent short term-absences. Habitual absences or late arrivals may lead to the facilitator and/or collaborating teacher initiating the calibration/ contract process.

See <https://education.usask.ca/documents/fieldexperiences/2018-2019-update/diff-arise/diff-arise-Absenteeism-Policy-FINAL.pdf>

## **Orientation and In-Services**

The extended practicum process begins with a mandatory Orientation session (held after Aug. 19, 2022).

In addition, there will be two day-long in-services (the dates for these will be set by the college facilitators and will vary). Attendance for these events is a requirement.

In-service #1 is held in September (3rd week typically) for collaborating teachers and teacher candidates and is hosted by the facilitator. Substitute costs are covered in the Ministry grants to the School Divisions. Please see your division HR for booking the substitute and the substitute code, as this varies by division.

## **Bates Award & Wayne Dyck Memorial Scholarship**

See <https://students.usask.ca/money/awards/undergraduate-awards.php?award=300042CS01#myScholarships>

## **AES (Access and Equity Services) Accommodation**

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

## When Difficulties Occur

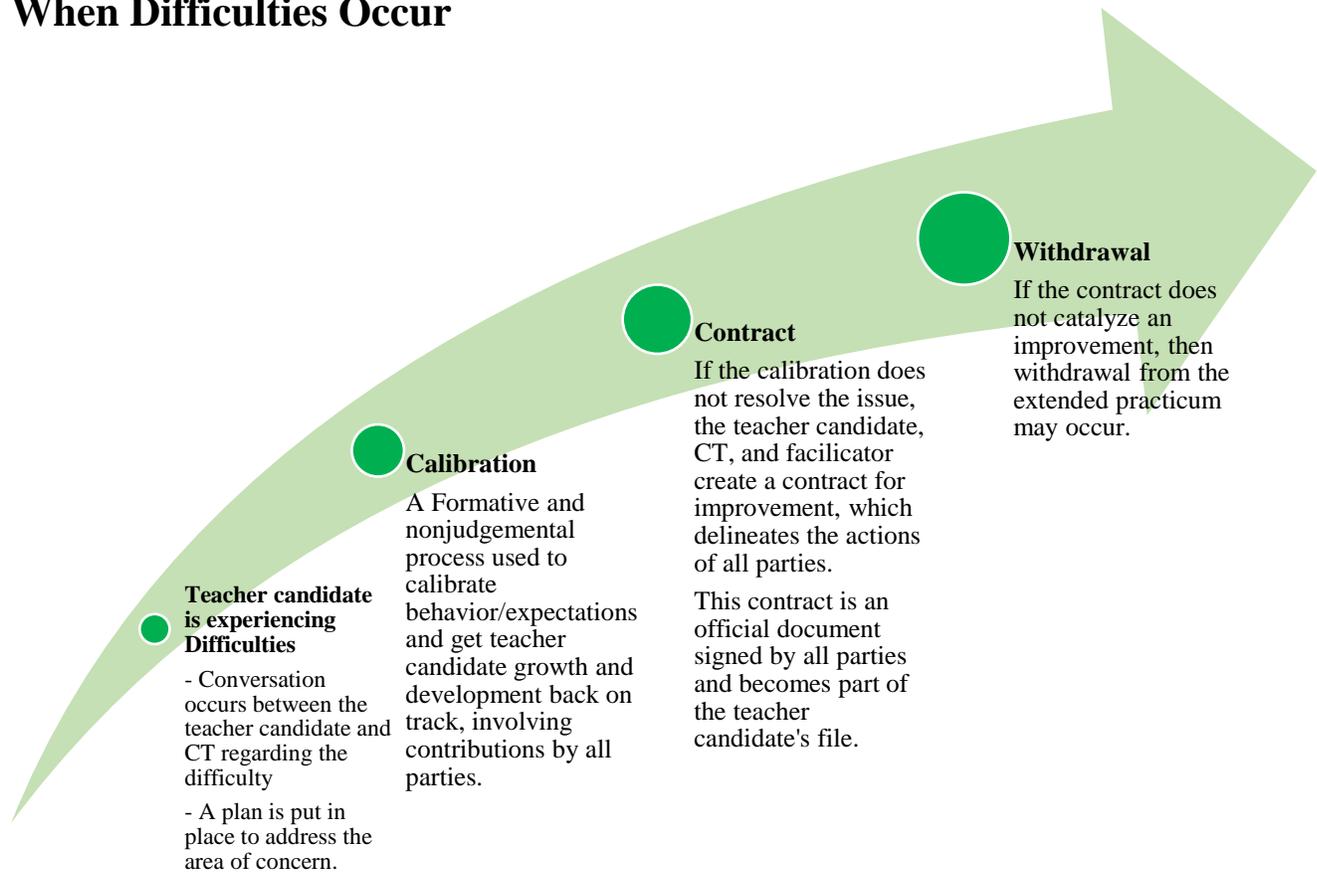


Figure 10 Procedure When Difficulties Occur

## The Role of The Teacher Candidate / Collaborating Teacher / Facilitator

Collaborating teachers and Extended Practicum facilitators must systematically provide support for a teacher candidate experiencing difficulty. When the regular cycle of action-feedback-action is not successful, it is extremely important to be candid and frank about the difficulties and to work out the situation. It is important to specifically identify any particular difficulties the teacher candidate may be experiencing within these areas as soon as they arise, so that these problems can be collaboratively addressed as soon as possible. Timely communication with the facilitator is important.

When the teacher candidate experiences difficulties that are not being remedied through daily feedback conversations involving 'coaching', 'collaborating', or 'consulting', the collaborating teacher and/or Extended Practicum facilitator should initiate the next level in the Learning-Focused Supervision model, which is 'calibrating'. In this provision of formal support, the collaborating teacher, and the teacher candidate, with help from the Extended Practicum facilitator, complete the document titled *Calibrating Learning-Focused Supervision* and implement the suggested solutions. This calibration serves as a support mechanism for the student and collaborating teacher. It also serves as documentation for future requests for

improvement. It is very important that each collaborating teacher begin requests for improvement with this mechanism.

If the situation does not improve within a short time frame, a *Contract for Improvement* should be developed, specifying the reasons for concern. These particular expectations for improvement should be supported and provided by the collaborating teacher and by the Extended Practicum facilitator. The Contract for Improvement must be signed by the teacher candidate, collaborating teacher and the Extended Practicum facilitator.

If the Contract does not catalyze an improvement, then withdrawal from Extended Practicum may occur.

### **Context In Which Difficulties Often Occur**

- Communication breakdown. Teacher candidate and/or collaborating teacher has not communicated well which has resulted in a breakdown of requirements, expectations.
- The teacher candidate and collaborating teacher have not set the groundwork for essential expectations around professionalism, attendance at staff meetings, pre/post conferencing times, timeline for completing corrections or assessments, etc., and tension has developed.
- The teacher candidate struggles with efficiency in planning lessons/units and falls behind in having lessons prepared in time for the collaborating teacher to peruse and give feedback before teaching.
- The teacher candidate is unprepared for subject content.
- The teacher candidate plans engaging activities and assignments but neglects to factor in the time commitment for correcting and assessing those activities/assignments. Corrections pile up.
- Attendance and/or lateness becomes an issue.
- Teacher candidates are not providing lesson plans to the collaborating teacher in a timely manner (enough advance time for the CT to review the lesson, provide feedback and the teacher candidate to make changes)
- Units which fulfill requirements must be submitted, reviewed, and revised PRIOR to teaching them. It is important that teacher candidates respect deadlines. Teacher candidates who struggle with meeting unit deadlines will enter into the calibration or contract process.

If tension arises because of these types of situations, please contact the College Facilitator so that a possible teacher candidate/collaborating teacher/facilitator meeting can be set up to address the concerns.

Cooperating teachers may hesitate to communicate concerns with the facilitator because they think it will jeopardize the teacher candidate's success. However, the sooner a problem is identified, and evidence is shared, the sooner targeted measures may be planned and implemented. Please communicate with the facilitator before issues build and tension rises.

*See CoE – Field Website: Section under Extended Practicum – If Difficulties Arise.*

## Appendix A – Detailed Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

#### Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

### Stage 1- Desired Results – you may use student friendly language

*What do they need to understand, know, and/or able to do?*

In this lesson, students will gain a stronger understanding of not only what inferring is and how to use it, but gain a confidence on the connections they can make between what they already know in their head and what connections they can make with the pictures they see. By using these clues, students will be able to show examples of their inferences through key words, sentences, and pictures. This is a reading and writing skill that will be expanded upon in future reading and writing lessons.

#### *Broad Areas of Learning:*

Students in this lesson will be provided the starting point of learning a learning/reading/writing strategy that they will continually draw upon not only in school but in their lives outside of school as well. Students will also learn about the world around them in this activity, for the book they are examining is about the excitement, fears of, and social issues around immigration (a topic they will also learn more about in social studies this year). By using the strategy of inferring, students will become more engaged citizens, because they will use the skill of using clues and knowledge that they already have to become connected to situations they encounter, whether they are reading or writing about them, or encounter a social situation where they must make inferences..

#### *Cross-Curricular Competencies:*

In this lesson, students will learn how to make connections to (and how to express those connections) multiple literacies. Students will develop skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. Students will come to understand and value the knowledge they already have, as well as understand and value knowledge that others have (such as authors, people who are in the situations they are making inferences about, etc.), and the power they have when they connect those different sources of knowledge.

#### *Outcome(s):*

**CR4.1** Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.

- 1) View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:
  - a) retelling and explaining the ideas and information presented in texts
- 2) Connect the insights of an individual or individuals in texts to personal experiences.

#### PGP Goals:

2.2 proficiency in the Language of Instruction

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

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

## Stage 2 - Assessment

*Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.*

-Students will be informally assessed on their ability to make direct connections to the series of pictures they are given (their strength of inferences). Students will also be informally assessed on if their inferences are reasonable and realistic. This will happen through conversation and questioning.

-Students will also be assessed on the way they choose to represent their inferences (through straight writing, combination of writing and pictures, pictures, and who needs their information to be scribed).

-Students will receive individual comments, as well as general group comments on how we as a class (or individuals in the individual comments) can improve our ability to inference. When these comments are being made, it will be emphasized that we are all just learning this skill, and this is a skill that we will never stop using, so it is important to take all feedback as an opportunity to grow and learn more.

*Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.*

-This is the first lesson in a series of lessons that will introduce and teach the concept of inferences, so students will not be formally evaluated. They have not been given a chance to practice or apply this skill with great strength after just one lesson. After a series of around 4 or 5 lessons, students will be formally assigned a grade, as well as receive written feedback

## Stage 3 – Procedures

*Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):*

-Students will be asked to recall what they know about the word “inferring” (it was introduced the day before). The goal of this group conversation is for students to recall (or understand) that inferring is a reading and writing skill that involves us using clues from the pictures we see, in combination with information/ clues from our heads, to make educated guesses as to what story the picture is trying to tell. When all students seem to be on this track, we will move ahead. (3-5 Minutes)

-I will then bring a backpack out filled with several items. Our job as a class is to make inferences as to whose backpack it may be / what type of person the backpack belongs to. Students will be prompted to state their inferences with sentence starters such as “I think”, or “I bet”, or “maybe” because those are some starters they will be asked to use in the activity. We will spend about 10 minutes as a class working on making inferences on the items in this backpack and the story of the person whose backpack it is. This activity links / hooks the students to the next activity in understanding and using inferring. (10 Minutes)

Main Procedures/Strategies (~25-35 Minutes):

(Students will learn how to inference through multiple types of instructional methods. This lesson is focused on trying to stick to the 20/80% teaching theory. The 20% teacher talk will be done when talking about what inferring is after they discuss it as a large group, as well as when I am demonstrating how to fill in the inferring recording sheets. The 80% student talk will take place when we are taking items out of the backpack and inferring, making inferences when examining the pictures, as well as when discussing what inferring means at the beginning of class. Students will be instructed as a large class, but for students who struggle with the concept a little bit more will receive one on one instruction and help to understand what the concept it, how we show it, as well as what our job is for this lesson.)

1. Students will then be asked to draw their attention to the video camera projected on the board, where I will have a print off a series of pictures from the book “The Arrival”. I will also have the inferring recording sheet. I will explain to the students that their job is to work individually or in groups of two (that I will choose) on making as many inferences as possible about a series of pictures given to them. The fact that these pictures from this story have no words on them will be pointed out to them, emphasizing the fact that it is up to them to use the clues from their brain and the clues from the pictures to make inferences on what’s happening in the story. I will demonstrate via video camera, showing my thought process out loud, as well as recording in sentences, pictures, and a combination of words and pictures. Students will be asked to record their inferences in a way that makes the most sense to them (I will leave the choice up to them, not hinting towards one form of recording or another). I will leave my example on the video camera on the board, so the students have something to reference if they are stuck. They will be told lastly to write or draw what they see in one textbox on their sheet, and record why they

- think that in the other box. (5-10 Minutes)
2. The students will then be given time to inferences (individually or in groups) based on their assigned pictures following the process that was modeled for them. As the students are working, I will be conferring with each student and/or group to gauge their level of understanding and provided guidance and support. **(20-25 Minutes)**

*Adaptations/Differentiations:*

-Adaptations that will be made for this class will be show in the series of pictures certain students receive. Students who have a bigger struggle in understanding and demonstrating their connections will receive the series of pictures that allow for more straight forward connections so they can get a stronger sense of success. On the contrary, students who are at a higher academic level will be given series of pictures that need more complex and unique connections to challenge them.

-Another adaptation that will be made is giving students the options on how to record their inferences. All students are given the option to record their inferences in different forms, such as in sentences, in pictures, or word and picture combinations.

-Students who record their inferences in pictures but are unable to record their thoughts on paper will have a teacher scribe for them and their picture inferences.

Closing of lesson (~10 Minutes):

-In closing, students will be asked to share some of their inferences, and what they recorded on their sheets. Students who participate less in class usually will be called upon to demonstrate that everyone is capable of making inferences.

-Once the sharing is done, students will be asked to share the importance of inferring (teaches us to use multiple clues around us to deepen our understanding of a book or picture, increase our ability to read between the lines, as well as how it deepens our ability to read and write in greater detail).

-Students will also be congratulated on their hard work of the day, and will be told that this is a skill we will work on next day!

**Personal Reflection:**

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferring with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

\*Adapted from Understanding by Design (McTighe and Wiggins, 1998)

## Appendix B – Moderate Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

#### Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

### Stage 1- Desired Results – you may use student friendly language

#### *Outcome(s):*

**CR4.1** Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.

- 1) View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:
  - a) retelling and explaining the ideas and information presented in texts
- 2) Connect the insights of an individual or individuals in texts to personal experiences.

#### PGP Goals:

2.2 proficiency in the Language of Instruction

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

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

### Stage 2 - Assessment

*Assessment for Learning (formative) Assess the students during the learning to help determine next steps.*

-Making connections and representing inferences (through writing, pictures, talking, etc.). The students will receive feedback as they work. Questioning and conferring are used.

*Assessment of Learning (summative) Assess the students after learning to evaluate what they have learned.*

-Summative assessment will occur later in the unit.

### Stage 3 – Procedures

*Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):*

-Review purposes and procedures of inferring while reading. Provide examples for students. **(3-5 Minutes)**

-Using “I think”, or “I bet”, or “maybe” students, have the students make inferences about the backpack items.

Have them use these inferences to determine information about the owner of the backpack. **(10 Minutes)**

#### Main Procedures/Strategies (~25-35 Minutes):

1. Using the document camera and a picture from the book “The Arrival,” as well as the think-aloud strategy, model the inferring process for the students. Record inferences in the chart using words, symbols, and pictures so that the students can see what is expected of them. **(5-10 Minutes)**
2. The students will then be given time to make inferences (individually or in groups) based on their assigned pictures following the process that was modeled for them. As the students are working, confer with each student and/or group to gauge their level of understanding and provided guidance and support. **(20-25 Minutes)**

#### *Adaptations/Differentiations:*

-Assign developmentally appropriate pictures to students who struggle and those who need a challenge.

-Let the students choose how to record their inferences (writing, orally, pictures, symbols, etc.)

-Scribe for students who are unable to record their thinking.

Closing of lesson (~10 Minutes):

- Ask students to share some of their inferences, and what they recorded on their sheets.
- Review the importance of inferring as a reading and thinking strategy.

Personal Reflection:

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferring with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

\*Adapted from Understanding by Design (McTighe and Wiggins, 1998)

## Appendix C – Basic Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

#### Materials:

- “The Arrival” by Shaun Tan, as well as print offs of pictures for students
- white board, document camera, projector
- writing utensils
- inferring recording sheets

### Stage 1- Desired Results – you may use student friendly language

*Outcome(s):*

**CR4.1**

PGP Goals:

2.2, 3.1, 3.2

### Stage 2 - Assessment

*Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.*

-Informal feedback and support as they work on inferring (questioning and conferencing).

*Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.*

-Summative assessment will occur later in the unit.

### Stage 3 – Procedures

*Motivational/Anticipatory Set (introducing topic while engaging the students) (~15 Minutes):*

-Review inferring

-Make inferences about backpack items and the owner of the backpack.

Main Procedures/Strategies (~25-35 Minutes):

1. Model inferring activity using picture from “The Arrival.”
2. Independent work time to practice inferring. Confer with the students as they work.

*Adaptations/Differentiations:*

-Adjust the difficulty of the pictures for those who need it.

-Let the students choose how to record their inferences (writing, orally, pictures, symbols, etc.)

Closing of lesson (~10 Minutes):

-Share and review.

#### Personal Reflection:

I feel that I tried to pack too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and a rushed work time. If I were to do this lesson again, I would extend it over two days and allow/encourage the students to go into more depth with their inferring. I feel this would help the students develop a deeper understanding of the concept. Conferencing with the students while they were working helped me determine who understood and who needed extra help. The adaptations I made definitely helped the lesson go more smoothly. Overall, I am happy with the level of student engagement in this activity.

\*Adapted from Understanding by Design (McTighe and Wiggins, 1998)

## Appendix D – Distinguishing the Levels of The Assessment Rubrics

Guide for distinguishing HP – Highly Proficient, P – Proficient, DEV – Developing, NP – Not Present.

PGP #1: The ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities.

Midterm Evaluations	Final Evaluations
<p><b>Highly Proficient - HP</b></p> <p>Would include all or most of the following and has consistently demonstrated HP</p> <ul style="list-style-type: none"> <li>○ welcome letters to parents the 1st day, called parents the first week to discuss best way to communicate.</li> <li>○ Home visits the first week and also organized a community event.</li> <li>○ Teacher candidate made a point of meeting with all the staff to introduce herself and made plans to visit each classroom to learn from the other teachers</li> <li>○ has always included students in the learning process: classroom routines, handles off-task behaviour with kindness and respect, culturally aware of the student's backgrounds and has adapted her teaching to fit their needs.</li> </ul>	<p><b>Highly Proficient - HP</b></p> <p>Has continued to demonstrate HP – has gone above and beyond expectations.</p> <ul style="list-style-type: none"> <li>○ Has continued with including students in the learning process by developing in-class individual conferencing for each student to discuss their progress on a bi-weekly basis. This has improved engagement by 30% and their progress on average by 20% She has modelled goal setting with the students, and they now have their own goal setting.</li> <li>○ Lead a PD for the staff on the peer conferencing and its success.</li> <li>○ changed an entire unit when two new students –Syrian Refugees- arrived and wanted to not only ensure of culturally sensitivity but wanted to include them by giving them opportunity to share their experiences.</li> <li>○ teacher candidate spent a half day for two weeks (following her full-time teaching) with the resource room teacher, to expand her knowledge of the ways that differentiation may be applied. She had the opportunity to work with individual students and small groups, both in the resource room and embedded within classrooms.</li> </ul>
<p><b>Proficient – P</b></p> <p>Has greeted families at the door upon my encouragement, at the beginning of the class, the teacher candidate writes out the classroom agenda so that students can anticipate and be prepared.</p> <ul style="list-style-type: none"> <li>○ is kind and respectful with the students and considers their backgrounds and contacts parents if student is struggling.</li> </ul>	<p><b>Proficient - P</b></p> <p>Has continued to greet families at door but has now also felt more comfortable with parents and engaging with them more at pick-up and encouraging them to view the unit binders at the boot rack.</p> <p>Has continued to demonstrate kindness and respect with the students but has not been consistent with parent contact.</p>

<ul style="list-style-type: none"> <li>○ Has been friendly with staff and family but needs to work on engaging with staff more and collaborating at committee meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ is well-liked by staff and has contributed at staff meetings.</li> </ul>
<p><b>Developing – DEV</b></p> <p>Has done very little or at all – does not engage with staff, family, and minimal with students.</p>	<p><b>Developing – DEV</b></p> <p>Despite encouragement and discussions, teacher candidate still did not demonstrate proficiency in this competency. They would not be able to meet at the door to greet students on a regular basis, too busy organizing day. Did not attend parent events and did not contact parents as needed.</p> <p>Interaction with staff was basically at staff meetings.</p> <ul style="list-style-type: none"> <li>○ Did not have a good understanding of the needs of the students and struggled with supporting them without major support.</li> </ul>
<p><b>Not Present - NP</b></p> <p>teacher candidate limits interactions to collaborating teacher, students, and in-school staff</p>	<p><b>Not Present - NP</b></p> <p>Minimal effort to interact with anyone beyond collaborating teacher. Does not seek out engagements as much with students.</p>

Fillable PDF assessment forms can be found at <https://education.usask.ca/students/undergraduate/field-experiences.php>

## Appendix E – Suggested Evidence for Each PGP Focus

*(Evidence is not exclusive to these suggestions)*

### **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

This may include:

- Using appropriate language: awareness of slang, stereotypical terms
- Setting appropriate boundaries: digital footprint, social media
- Demonstrating awareness of how different personality traits, learning styles and teaching styles may affect relationships
- Listening to the collaborating teacher’s suggestions and can restate them in “I” statements
- Speaking professionally of collaborating teacher, parents, or students in the staffroom, on-line, etc., or refraining from speaking about collaborating teacher, parents, or students
- Understanding and displaying appropriate boundaries with students (avoids becoming a “buddy”)
- Sharing lesson plans with adequate time for changes
- Investigating the nature of the community and its culture
- Demonstrating compassion, integrity, and concern for others
- Demonstrating interpersonal skills
- Demonstrating internal motivation
- Communicating in an honest, thoughtful, and appropriate manner with learners

- 1.2. ethical behavior and the ability to work in a collaborative manner for the good of all learners:

This may include:

- Planning with collaborating teacher before beginning a lesson or topic
- Discussing appropriate communication methods with the collaborating teacher: when parents are contacted, how are they contacted, how the student is involved in the process
- Displaying self-control emotionally; demonstrating personal behaviour that is acceptable for classroom and school
- Respecting the privacy of students, parents, and teacher peers
- Adhering to STF code of ethics
- Working with other professionals in the classroom, with a team perspective
- Working with other professionals in the school or school division
- Making decisions that place the learner at the forefront of decisions

- 1.3. a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners:

This may include:

- Demonstrating awareness of and eliminating stereotyping in instruction, including language, gender, sexuality, perceived disability, and race.
- Asking students, staff, and parents about the correct pronunciation of their name
- Implementing the pronoun that the student, staff, or parents indicates is to be used
- Distributing questions in an equitable manner
- Avoiding power struggles with students
- Creating groups fairly and equitably
- Encouraging student language to be respectful of diversity and gender
- Encouraging a positive environment where mistakes are allowed, and judgment is limited
- Creating lessons, finding resources, using instructional strategies or assessments that are suitable for specific needs of learners
- Implementing classroom management practices that encourage mutual respect and cooperation
- Empowering all students in the classroom to have a voice

- Creating a brave, safe space
  - Providing effective supervision
  - Following appropriate procedures when an event or incident occurs
  -
- 1.4. a commitment to service and the capacity to be reflective, lifelong learners and inquirers:  
This may include:

- Consistent use of the PGP
- Reflecting on own upbringing and how that could affect perceptions and judgments of other people/students
- Discussing what would encourage them to delve deeper into a topic or question
- Reflecting upon possible influences or factors that contribute to student behavior
- Taking a risk outside of comfort area (subject, grade level, setting, etc.)
- Attending professional development
- Reading about topics
- Participating in a professional learning community
- Accepting feedback in a professional manner
- Accepting feedback to improve practice

## 2. **demonstrate knowledge competencies including:**

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

This may include:

- Identifying statements or viewpoints that come from a colonial/settler perspective (for example, in textbooks)
- Developing an awareness and understanding of the impact and legacy of residential schools
- Reading the Truth & Reconciliation Calls to Action and developing an understanding of them
- Recognizing how the Calls to Action may be implemented. (Academic, class content, daily interactions, school community building).
- Recognize that intergenerational effects may impact school and family relationships. Seek ways to build and heal school and community relationships.
- Value Traditional Indigenous ways of knowing and learning.

- 2.2. demonstrates knowledge of First Nations, Metis & Inuit culture, and history, (e.g., treaties, residential school, scrip, and worldview) and their impacts on contemporary experiences and relationships:

This may include:

- Demonstrating an understanding and respect of First Nations, Metis, and Inuit worldview, culture, and ways of knowing in everyday teaching and relationships with students and staff.
- Modelling respectful cultural interactions among communities.
- Incorporating elements of Indigenous cultures in teaching (i.e., storytelling, medicine wheel, sharing circles, connection to the land, family, and community, etc.)
- Attending Professional Development focused on the integration of FNMI content and perspectives.
- Consulting and incorporating Treaty Kit resources.
- Awareness of FNMI resources (i.e., Office of the Treaty Commissioner, ministry and school division resources, etc.)

- 2.3. demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)

This may include:

- Plan lessons/units while being mindful of the content and outcomes in other courses.
- Making cross-curricular connections within lessons/units.
- Promoting and developing literacy across subject areas.

- Making connections to what the students are learning/have learned in other subjects and grades.
- 2.4. demonstrates an understanding of the organizational and legal contexts of schooling:  
This may include:
- Understanding that the Education Act defines educational practices in provincial schools
  - Understanding that there are differences between provincial and First Nations schools
  - Recognizing that policies about different elements of education may differ depending on the policies developed by a school division's board of education
  - Differentiating between school division and school personnel and their roles
  - Adhering to privacy laws (e.g., sharing of information)
  - Understanding the use of social media as an educator and the rules and protocols around school division technology use.
  - Understanding the relationship between schools and the College of Education
- 2.5. demonstrates proficiency in the language of instruction  
This may include:
- Communicating with students, staff, and parents in a clear, effective, and professional manner.
  - Lessons should be void of grammatical and spelling errors, including on board, written documents and other materials provided to students and colleagues.
  - Read aloud should have the correct pronunciation, tone, and flow.
  - Using appropriate language: awareness of slang, stereotypical terms; professional level
  - Modelling respectful and developmentally appropriate language usage.
  - Participating in "teacher talk" and using the terminology of the profession.
  - Using subject-area terminology in lessons and professional conversations.
  - Finding and incorporating English as an Additional Language resources.
  - Incorporating literacy instruction across subject areas.
- 2.6. demonstrates ability to use technologies readily, strategically, and appropriately  
This may include:
- Incorporating available technology in lessons (i.e., computers, iPads, cellphones, Smartboard, apps, etc.).
  - Modelling appropriate and professional digital communication.
  - Encouraging and modelling digital awareness.
  - Demonstrating knowledge of a variety of technological learning/communication resources (i.e., Remind101, Edmodo, Prezi, Google Docs, etc.)
  - Including digital forms of assessment (i.e., creating blogs, videos, websites, etc.)
  - Provide opportunities for students to use a variety of mediums and other technology.
  - Adhere to proper etiquette and professional norms.
- 2.7. demonstrates ability to strive for/pursue new knowledge.
- Attending professional development
  - Reading about topics
  - Participating in a professional learning community
  - Observing/learning from a variety of collaborating teachers and attempts to implement into your teaching
  - Joining and interacting in professional learning communities

### **3. demonstrate instructional competencies including:**

- 3.1. Demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes:  
This may include:
- Use Assessment for Learning strategies to develop instruction which meets the needs of students
  - If possible, participate in a Professional Learning Community in the school as it examines

- data to determine subsequent actions and how those actions will measure success
  - Have an understanding of the data collection and utilization processes in a school or school division. (School Learning improvement plans, conferring with students, report cards, academic goals)
  - Assist collaborating teacher with the delivery of division-wide and work with collaborating teacher to structure appropriate programming for the classroom
- 3.2. demonstrates the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation
- This may include:
- Planning assessment to measure the learning outcomes
  - Co-creating assessment tools with students (i.e.: rubrics, checklists, criterion-based formative, and summative assessment)
  - Clearly outlining essential understandings and essential questions at the beginning of the lesson/unit so that the students had a roadmap of what they would need to know by the end of the lesson/unit
  - Designing formative assessment so that future lessons would match student ability and interest
  - Focusing on student success and respect for different learning styles in the design and intent of the assessment/evaluation
  - Demonstrating cultural responsiveness in the appropriate use of terminology and language
  - Providing choices and transparency in all assessments
  - Providing effective feedback on their learning and support a plan for success.
  - Allowing students to do a mock quiz and do their own marking so that they can establish their own learning goals.
  - Providing students with “I can” statements at the beginning of the lesson (or the outcome and indicator for older students).
  - Collaborating teacher and I separately marked assignments / presentations with a rubric and compared our grading thoughts.
- 3.3. demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings.
- This may include:
- Model workshop approach, inquiry- based, various group work, group discussions, portfolios, performances of understandings, teacher and student led.
  - Provide consistency with strategies so students develop skills and provide them with various learning opportunities.
  - Differentiate classroom environment and instruction to provide flexibility in pace, place, interest, and ability (blended learning, personalized learning)
  - Replaced “worksheet” activities with active learning strategies
  - During a lesson, provide multiple ways for students to practice, to inquire, and to investigate – allowing students to find ways that are the most suitable for their progress
  - Planned for a flipped classroom by ...
  - Taught the same lesson (outcomes and indicators) to two different classes (same grade), with different instructional strategies and some different resources

#### **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
- This may include:
- Lessons are aligned to the course curriculum while incorporating the Broad Areas of Learning and the Cross-Curricular Competencies

- Unit plans and lessons are relevant and incorporate the appropriate outcomes/ indicators
  - Instructional delivery /resource modifications are made to meet the needs of students.
- 4.2. the ability to incorporate First Nations, Metis, and Inuit knowledge, content, and perspective into all teaching areas
- This may include:
- Making learning connections to family, community, and environment
  - Teaching and learning in a holistic manner that honours the students mental, spiritual, emotional, and physical aspects of self
  - Incorporating Treaty resources in the classroom
  - Demonstrating respect for Indigenous culture, history, and perspectives
  - Experiential learning through art, song, story, symbols, ceremony, etc.
  - Place-based learning, learning about and through the land and community
  - Honouring and incorporating the students' lives and experiences in the learning
  - Planned lesson/unit around resource to examine beliefs about the Indian Act and debunk any misconceptions
  - Planned lesson around “decolonization”
- 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
- This may include:
- Striving for students to find the relevance of the subject matter
  - Student voice- students provide input into lessons and offer feedback.
  - Differentiating instruction based on student needs and abilities
  - Accounting for and respecting the students cultural and socioeconomic backgrounds when planning and teaching
  - Making connections between theory and practice
  - Making connections between the curriculum and the students' lives and experiences
  - Basing curricular decisions on what is best for the students and their learning
  - Putting supports in place to ensure student success
  - Using “teachable moments” to frame an outcome and indicator

## Appendix F – Lesson Observation Template

Teacher Candidate		LESSON	DATE
PGP Target	Evidence of Target Met	Comments	Post-Conference Notes/Reflection
<b>General Feedback</b>			
<b>Next Steps</b>			

## Appendix G – Unit Checklist

- Grade, subject, title of unit indicated
- Time frame – how many minutes per week? How many weeks?
- Broad Areas of Learning – your own words to describe how your unit will help students achieve the BALs
- Cross-Curricular Competencies – your own words to describe how your unit will help students achieve the CCCs
- Outcomes AND selected indicators – this may be cut and paste from the curriculum
- All sections are completed – “Enduring understandings”, “Skills”, and “Knowledge” sections may be completed point form
- Performance Task – an exam is not a performance task
- The learning plan on the unit may be a summary because the details will be found in the lessons that you are attaching.
- Stage 4 – fill this out so that you have a plan for meeting the diverse needs in your classroom
- Under “instructional approaches”, be specific. Examples are “discussion”, “demonstration”, “case study”, “role play”, etc.
- Did you remember to attach the minimum of 10 lessons?
- Have you re-submitted the unit to reflect any questions or revisions that were indicated? Any changes that you found necessary during instruction?

## Appendix H – Important Dates – EXPR 422 Fall 2022

<b>June 20, 2022</b>	Facilitator Orientation
<b>August 17, 2022</b>	Facilitator Orientation (part two)
<b>August 18<sup>th</sup></b>	ITEP Orientation
<b>August 22<sup>nd</sup></b>	Regular and SUNTEP Orientation
<b>August 25<sup>th</sup> – December 16<sup>th</sup></b>	422 - 16-week Extended Practicum dates (inclusive)
<b>Mid-September</b>	In-service #1 – Teacher Candidates and Collaborating Teachers – Dates and location to be provided by Facilitator
<b>September 15</b>	Last day to register and to withdraw with 100% tuition credit
<b>September 16 - 22</b>	Withdraw with 75% tuition credit
<b>September 23<sup>rd</sup></b>	Deadline to submit co-generated UBD #1 to facilitator – prior to teaching it
<b>September 23 - 29</b>	Withdraw with 50% tuition credit
<b>Mid-late October</b>	In-service #2 – Teacher Candidates ONLY – Dates and location to be provided by Facilitator
<b>October 11<sup>th</sup> – 14<sup>th</sup></b>	Midterm assessment completed this week. (It should not be completed prior to week 8).
<b>October 14<sup>th</sup></b>	Deadline to submit UBD #2 to facilitator
<b>October 18<sup>th</sup></b>	Midterm assessment submitted to facilitator with all required signatures.
<b>November 10<sup>th</sup></b>	Deadline to submit UBD #3 to facilitator
<b>December 5<sup>th</sup> – 9<sup>th</sup></b>	Complete Final Assessment – submit to facilitator for review. Please understand that time may be needed for revisions/additions.
<b>December 12<sup>th</sup> – 16<sup>th</sup></b>	Final assessment picked up by practicum facilitator (all signatures should be on all copies that the teacher candidate has made)
<b>December 16<sup>th</sup></b>	Last day of Extended Practicum

\*Facilitator will provide submission dates for the PGP. Observation times will be set with the facilitator. \*