



Indian Teacher Education Program

THE INTERNSHIP GUIDEBOOK 2016-2017



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

THE INTERNSHIP GUIDEBOOK

Indian Teacher Education Program
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August, 2016

TABLE OF CONTENTS

| | |
|--|----|
| Welcome/Acknowledgements | 4 |
| Important Dates | 5 |
| Internship Requirements Summary | 6 |
| Classroom Teaching Requirements | 8 |
| Planning: Lessons and Units | 10 |
| Professional Growth Portfolio (PGP) | 15 |
| Suggested Guideline of PGP Focus | 17 |
| Assessment of Intern – Progress Report, Midterm And Final | 20 |
| Observations and Feedback | 24 |
| Professionalism, Attendance and Orientation/In-Services | 29 |
| When Difficulties Occur | 31 |
| Relationship-Focused Collaboration | 32 |
| Closing | 38 |
| Appendices | 39 |
| - Lesson plan Exemplars | |
| - Intern Needs/Teacher Supports Chart | |
| - Levels of the Assessment rubric | |
| - Discussion Guide for midterm assessment | |
| - Conversation starters for Final assessment | |
| - PGP Focus areas | |

Welcome to Fall Internship 2016!!

The Internship 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 your best energies for a successful, engaging and positive internship experience!

This guidebook was developed to simply do that: it should guide you during your internship 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 interns.

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

Please do not hesitate to contact the ITEP Field Experiences Personnel and Team if you ever have any questions.

Acknowledgments

In completing this document, acknowledgement is given to Joanne de la Rosa (seconded teacher from Greater Saskatoon Catholic), Brett Kirk (seconded teacher from Prairie Spirit School Division), Kathy Pryor-Hildebrandt (Field Experiences Officer), Melanie Wilkinson (Coordinator of Field Experiences) and Dawn Wallin (Associate Dean of Undergraduate Programs and Research). The ITEP field experiences team, Irene Oakes, Marnie Ross and Pamela Peterson, has added information to this document that will pertain to the ITEP interns only.

We are thankful for all the teachers, schools, and school divisions in their continued support and mentorship with our interns.

IMPORTANT DATES

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| Monday, August 22 nd and Tuesday, August 23 rd , 2016 | Facilitator Orientation – College of Education |
| August 24 th -Dec. 14 th , 2016 | 16 week Internship dates (inclusive) |
| August 25 th , 2016 | Intern Orientation: EDUC1004, College of Education |
| September 13 – 15, 2016 9:00 a.m. – 4:00 p.m. | Internship in-service for Interns AND Partner Teachers. Tuesday, September 13: Saskatoon interns – EDUC2001, College of Education Wednesday, September 14: BATC area interns – Room 107, Don Ross Center, North Battleford Thursday, September 15: Prairie Spirit and area interns – Prairie Spirit School Division Office, Warman (Teacher is responsible for following school division procedures for booking a sub.) |
| Sept. 10th, 2016 | Deadline for withdrawal from internship with full refund |
| Sept. 19th, 2016 | Last day to withdrawn from internship with 75% tuition credit |
| Sept. 21 st , 2016 | Deadline to submit co-generated UBD unit to internship facilitator – prior to teaching it |
| Sept. 28 th , 2016 | Last day to withdraw from Fall Term 1 classes with 50% tuition credit |
| October 11-13, 2016 9:00 a.m. – 4:00 p.m. | In-service – Interns only Tuesday, October 11: Saskatoon interns – EDUC2001, College of Education Wednesday, October 12: BATC area interns – Room 107, Don Ross Center, North Battleford Thursday, October 13: Prairie Spirit and area interns – Prairie Spirit School Division Office, Warman |
| Week of Oct. 12 th – 18 th , 2016 | Midterm assessment completed this week. (It should not be completed prior to week 8). |
| Oct. 24 th , 2016 | Midterm assessment submitted to facilitator with all required signatures. |
| Oct 25 th , 2016 | Deadline to submit UBD #2 to facilitator |
| Nov. 15, 2016 | Last day to withdraw from Fall Term 1 classes (internship) without Academic Penalty |

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| Week of Nov. 15 th , 2016 | Deadline to submit 3 rd UBD unit to internship facilitator |
| Week of Nov. 30 th –Dec. 6 th , 2016 | Complete final assessment – submit to internship facilitator for review. Please understand that time may be needed for revisions/additions. |
| Week of Dec. 12 th – 14 th , 2016 | Final assessment picked up by internship facilitator (all signatures should be on all copies that the intern has made) |
| December 14 th , 2016 | Last day of internship |

INTERNSHIP REQUIREMENTS SUMMARY

- 16 week internship: Fall 2016 August 24th-Dec. 14th- (Intern orientation is the start date)
- Interns start in the schools the day the teachers start and follow their calendar throughout the internship.
- 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 their 16 week experiences.
- Full time teaching is at least 5 weeks and if necessary can be longer.
- Professional Growth Portfolio. Interns are required to use the PGP during their internship. They will submit a completed version to the College at the end of internship. (see PGP section for more details)
- Interns are responsible for assessing students' progress of every lesson and subject they teach. They are expected to complete the term's progress reports and be in attendance for 3 way/parent-teacher conferences and any other teacher required events (ex. Meet the Teacher night).
- Elementary program interns must teach a variety of subjects to meet certification and secondary program interns must teach their major and minor. For secondary, there is not a required number of hours but if the teacher teaches only one of the subject areas, then arrangements should be made for the intern to teach in the other subject (typically this is a unit of study).
- Lesson plans are a requirement and continue throughout the internship and are included in the unit plans. The lesson plan format required is dependent upon the progress of the intern at that time. A day planner does not substitute as a lesson plan during any time of internship.
- Interns take over all the teaching duties of the teacher when teaching full time. If the teacher has a class that is not suitable for the intern or is not a course (ex. career counselling period),

then a suitable class must be substituted. Ex. if one period a day the teacher has an admin period, then the intern 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.

- Prep Time: **Before full time teaching**, interns 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 and lunch period is not considered a prep.
- Prep Time: **During Full time teaching**, the intern has the same prep time as the lead teacher as she/he takes over teaching duties. If the teacher has an hour prep a day or 45 minutes every 2 days, then the intern should be provided with similar prep time. What happens if the intern is working with two schedules/two teachers? During full time teaching, the intern should follow the general prep schedule of the school. (If working with two teachers then full time teaching should not eliminate all preps. Arrangements should be made to ensure that the intern 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 interns.
- Supervision of interns and gradual release. Interns should not be left alone with students. Sometimes, there is a gradual release of supervision with the intern as part of the progress and development plan for the intern. 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 intern, teacher, and school administration that is communicated to the facilitator. If part of the gradual release of supervision is to give the intern an opportunity to be in the classroom without the teacher in the room, there must be a plan and purpose for this, and should not occur for long periods of time.
- Extracurricular Opportunities. Internship is centered on developing the teacher competencies. Although participating in extra-curricula activities can be a component of the PGP, it is important for interns to ensure a balance is maintained. The majority of time should be devoted to the courses interns are teaching.
- Interns 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 Section on Professionalism for more details.

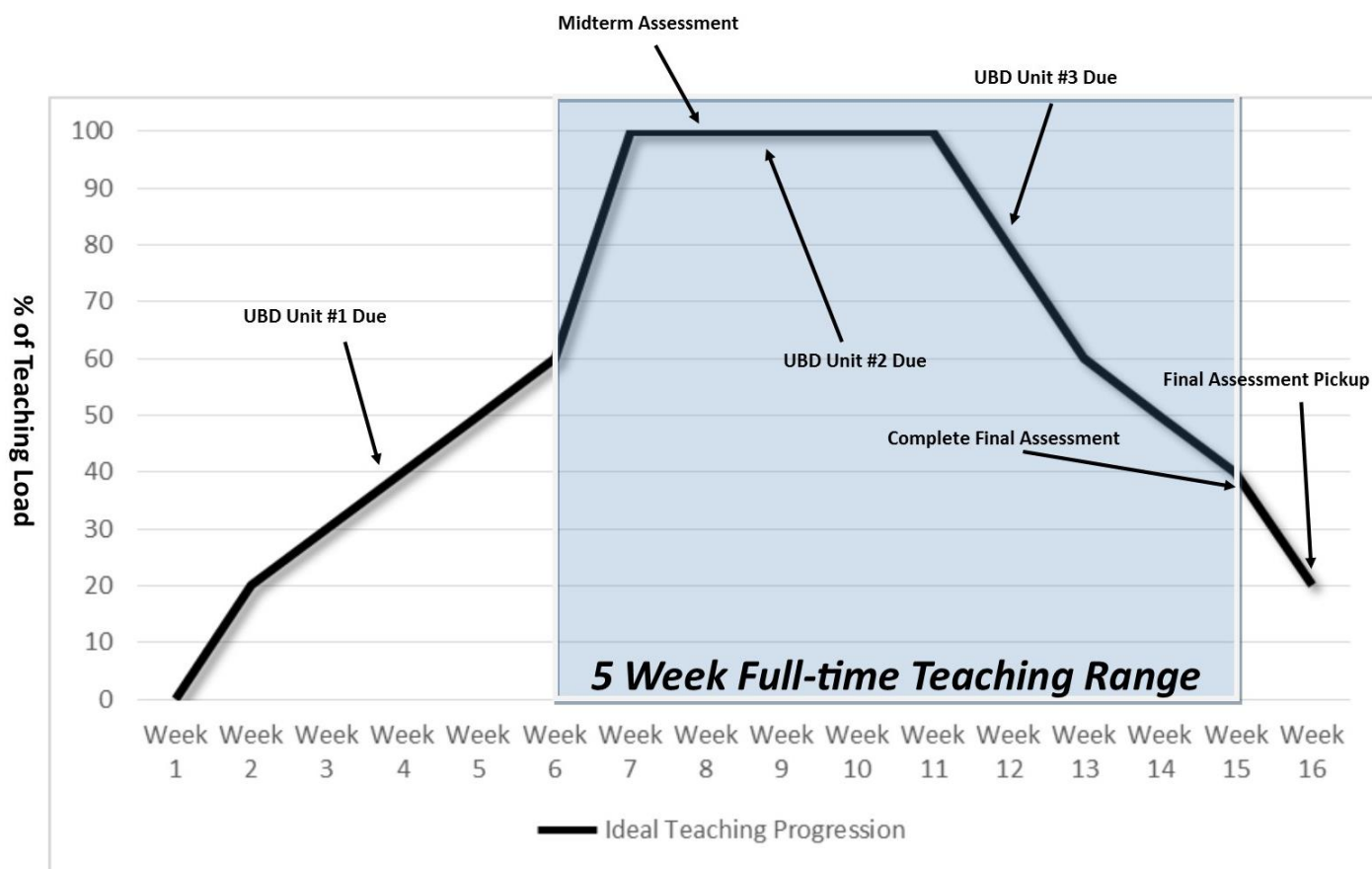
Requirements for Classroom Teaching

Classroom Teaching Requirements

Internship is a **sixteen-week intensive field study experience** when interns are expected to develop teacher competencies.

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

The graphic below outlines the approximate progression of the interns' teaching responsibilities.



****For planning purposes: Week 1 = August 24th-August 30...Week 16: Dec. 7th-Dec. 14th**

Please note:

- This schedule is meant to be flexible and should be adapted to meet the needs of the intern and the classroom circumstances (units being taught, student needs, prep time, etc.).

TIP – At the beginning of the internship process, map out a tentative calendar using this progression as a guide. This will help clarify expectations surrounding the intern's teaching responsibilities.

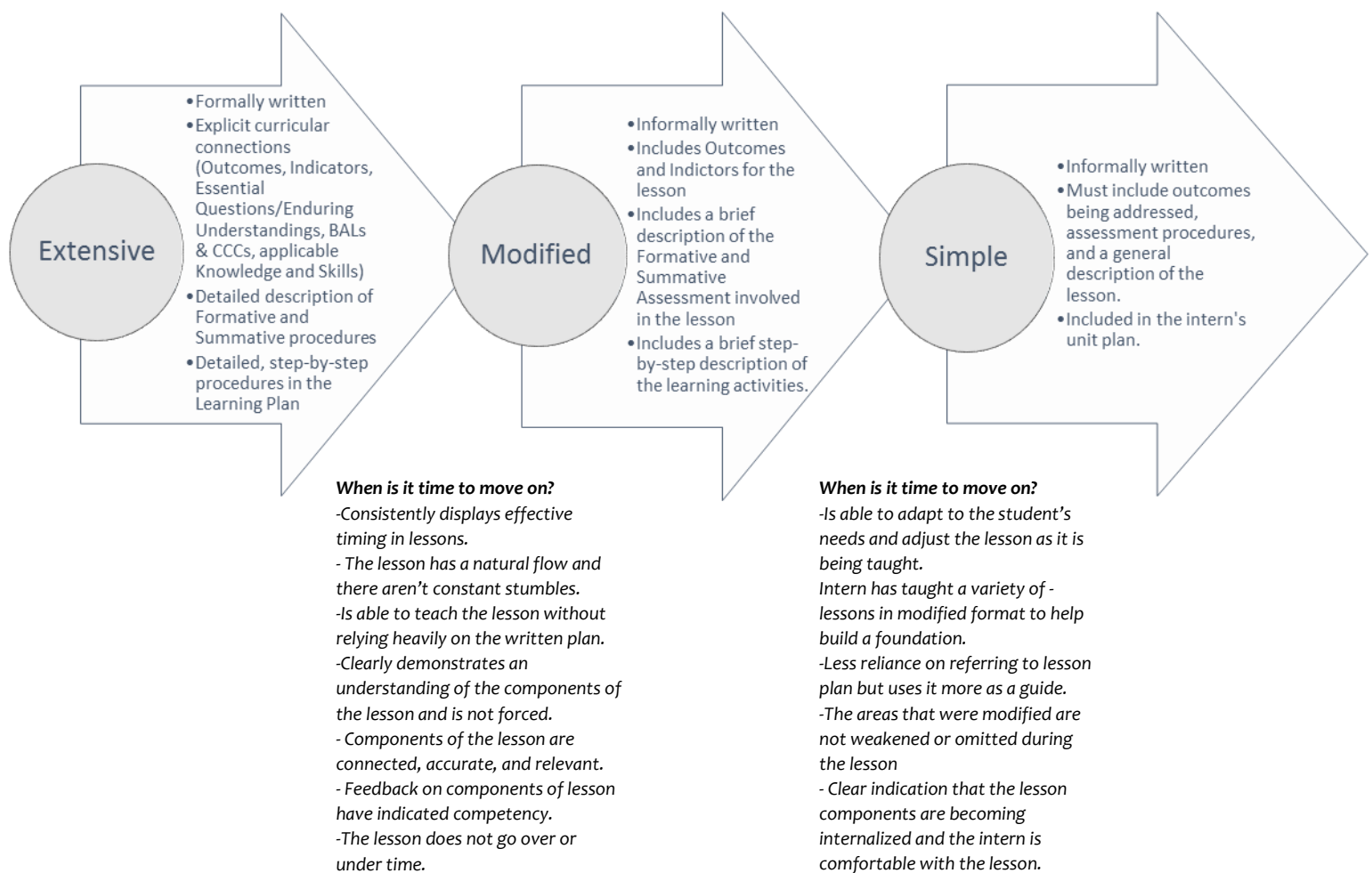
***Please see our Suggested To-Do List & Discussion Timeline on our website.**

Planning- Lessons and Units

Lesson Planning:

Throughout the internship process, the interns will be developing their short-term and long-term planning abilities following the **Understanding by Design** framework.

All interns will begin by submitting **Extensive** formal lesson plans to their partner teacher(s) for feedback **prior** to teaching the lesson. As the interns display their proficiency in the Extensive lesson plan, they will move to a **Modified** lesson plan that includes the same features of the Extensive lesson plan, only in a less detailed and less formal manner. Finally, the interns will move to a **Simple** lesson plan that is informally written, but still must include the lesson's curricular connections and a general description of the lesson.



Moving from one format to the other- Things to keep in mind:

The interns are at the beginning stages of building their teacher competencies. Therefore, skipping steps or moving ahead too soon will not help build the base the interns need. There should be a substantial amount of time invested in intern growth before moving to modified and simple planning.

Can an intern go to modified lessons but then have to go back to extensive? Yes, often times the intern has displayed the skills to move to a modified 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 modified to a simple lesson plan as well.

When creating units, the lessons plans in 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 intern's developmental needs and will be left to the discretion of the partner teacher and intern. (college facilitator, if necessary). Please see the College of Education, Field Experiences website for lesson plan templates:

<http://www.usask.ca/education/students/undergraduate/fieldexperiences/tools-resources.php#LessonandUnitPlans>

For each lesson, the intern should include 2-3 TECC competencies that they will be targeting for that lesson.

Exemplars (click on title to get full view):

Extensive Lesson Plan

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| <p>Appendix - Extensive Lesson Plan</p> <p><i>Lesson Plan - This is the info!</i> Date: September 30, 2015 Subject: English Language Arts Grade: 4 Topic: Reader's Workshop - Inferring Essential Question (from unit, if applicable)</p> <p>Materials: "The Aerial" by Shaun Tan, as well as print outs of pictures for students whiteboard, document camera, projector writing utensils referring recording sheets</p> <p>Stage 1: Desired Results - you can use student friendly language What do they need to understand, know, and/or be able to do? In this lesson, students will gain a stronger understanding of not only what inferring is and how to use it, but get a solid foundation on the connections that 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 by records, sentences and pictures. This is a reading and writing skill that will be expanded upon in future reading and writing lessons.</p> <p>Essential Areas of Learning: Students who learn will be provided the starting point of learning a learning/reading/writing strategy that they will continue to use 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 exploring is about the environment. Plans of, and social issues around immigration is 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.</p> <p>Cross-Curricular Connections: In this lesson, students will learn how to make connections (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 situation they are making inferences about, etc.) and the power they have when they connect those different sources of knowledge.</p> <p>Outcomes/Key CMA & CML: Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address students' academic, social responsibility and support learning with evidence from text and from own experiences. 4. Know, understand, and apply the many types of themes or topics of study and their connections to: - reading and applying the ideas and information presented in texts - connect the thoughts of an individual or individuals in texts to personal experiences.</p> <p>APP: Goals 2.2 proficiency in the Language of Instruction 3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation.</p> | <p>3.1 the ability to use a wide variety of reflective, instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings</p> <p>Stage 2: Assessment Assessment OF Learning (Formative) Assess the students during the learning to help determine next steps. Students will be informally assessed on their ability to make connections to the series of pictures they are given (their strength of inferences). Students will also be informally assessed on their inferences are reasonable and realistic. Students will also be informally assessed on the way they choose to represent their inferences (through straight writing, combination of writing and pictures, pictures, and what needs their inferences to be written). Students will receive individual comments, as well as general group comments on how well as a class (or individuals in the individual assessment) can represent an ability to infer. 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 feedback as an opportunity to learn and grow more.</p> <p>Assessment OF Learning (Summative) Assess the students after learning to evaluate what they have learned. This is the final lesson in a series of lessons that will introduce and teach the concept of inferences, so students will not be formally assessed. They have not been given a chance to practice or apply this skill with great frequency after just one lesson. After a series of around 4 or 5 lessons, students will be assessed formally in grade form, as well as written feedback.</p> <p>Stage 3: Procedures Motivational Language/Get into the topic while preparing the students (~13 Minutes) Students will be asked to recall what they know about the world's "othering" (to be introduced on 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 using clues from the picture we see, in combination with information that we know 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. (10 Minutes)</p> <p>I will then bring a backpack out filled with several items. Our job as a class is to make inferences as to what 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 "think", or "bet", or "maybe" because these are some guesses 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 back to the students to the new activity in understanding and using inferring. (10 Minutes)</p> <p>Main Procedures/Activities (~20-30 Minutes) Students will work in their groups through this phase of instructional methods. This lesson is based on trying to read the 2020 Learning Theory. The 20% teacher role will be done when looking about what "othering" is after the student first group work. As well as when determining how to do the inferring recording sheets. The 80% student role will take place when we are writing items out of the backpack and "othering" making inferences about describing the pictures, as well as when discussing what "othering" means at the beginning of class. Students will be responsible to bring class, but for students who struggle with the concept of this role will receive one-on-one instruction and help to understand what the concept is. How we know it is not our job (for a teacher).</p> <p>1. Students will then be asked to draw their attention back to the video camera on the board, where I will have a print out of a series of pictures from the book "The Aerial". I will also have the inferring recording sheet I will explain to the students in our own words, which includes about a sentence of how to use it. (10 Minutes)</p> | <p>or making as many inferences as possible about a series of pictures given to them. The fact that these pictures from this story have records on them will be pointed out to them, emphasizing the fact that it is to them to use the clues from their brain and the clues from the picture to make inferences or what's happening in the story. I will demonstrate to the video camera, showing my thought process as well as recording in sentences, pictures, and a combination of words and pictures. Students will be asked to record their inferences in the way that makes the most sense to them. I will have the choice as to whether writing towards one form of recording or another. I will show my example on the video camera on the board so the students have something to reference if they are stuck. They will not feel bad to write or draw what they see in one verb on their sheet, and record why they think that in the other box. (10-15 Minutes)</p> <p>2. The students will then be given time to infer. 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 speaking with each student and/or group to gauge their level of understanding and provide guidance support. (10-25 Minutes)</p> <p>Adaptations/ @/ accommodations Adaptations that will be made for this class will be shown in the series of pictures contain students receive. Students who have a harder struggle in understanding and demonstrating their connections will receive the series of pictures that allow for more straightforward connections as they 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 to how to record their inferences. All students are given the option to record their inferences in different forms, such as sentences, in pictures, or word and picture combination. 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. Quality 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 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 (because to see multiple clues around can 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 on this day, and will be told that this is a skill we will look on for next day!</p> <p>Personal Reflection: How much time to pass too much into this lesson. Some students struggled at each step, resulting in more time spent explaining and re-reading work time. If time to do this lesson again, I would extend it over two days and allow more time for the students to go into more depth with their inferences. That this would help the students develop a deeper understanding of the concept. Conferencing with the students while they are working helped the students who were confused 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.</p> <p><small>* Adapted from Understanding by Design (McTighe and Wiggins 1998)</small></p> |
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Modified Lesson Plan

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| <p>Lesson Plan – How Do We Infer? Date: September 30, 2015 Subject: English Language Arts Topic: Reader's Workshop – Inferring Grade: 4 Essential Question (from unit, if applicable):</p> <p>Materials: -“The Arrival” by Shaun Tan, as well as print outs of pictures for students -white board, document camera, projector -writing utensils -inferencing recording sheets</p> | <p>Stage 3- Procedures: Motivational/ Anticipation Set (introduce the 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 their inferences to determine information about the owner of the backpack. (10 Minutes)</p> <p>Main Procedures/Strategies (20-25 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. (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 provide guidance and support. (10-25 Minutes)</p> <p>Adaptations/Differentiation: -Assign developmentally appropriate pictures to students who struggle and those who need a challenge. -Ask the students to share how to record their inferences (writing, orally, pictures, symbols, etc.) -Scribe for students who are unable to record their thinking.</p> <p>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.</p> <p>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. Confering 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.</p> <p><small>* Adapted from Understanding by Design (McTighe and Wiggins, 1998)</small></p> |
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Simple Lesson Plan

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| <p>Lesson Plan – How Do We Infer? Date: September 30, 2015 Subject: English Language Arts Topic: Reader's Workshop – Inferring Grade: 4 Essential Question (from unit, if applicable):</p> <p>Stage 1- Desired Results – primary use student friendly language Outcomes: -CE.1 PDP Goals: 2.2, 3.1, 3.2</p> <p>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. Assessment OF Learning (Summative): Assess the students after learning to evaluate what they have learned. Formative assessment will occur later in the unit.</p> | <p>Stage 3- Procedures: Motivational/ Anticipation Set (introduce the topic while engaging the students) -Review inferring. -Make inferences about backpack items and the owner of the backpack.</p> <p>Main Procedures/Strategies: 1. Model inferring activity using picture from “The Arrival.” 2. Independent work time to practice inferring. Confer with the students as they work.</p> <p>Adaptations/Differentiation: -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.)</p> <p>Closing of Lesson: -Share and review.</p> <p>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. Confering 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.</p> |
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****Please see our website for the Lesson Observation Template.**

****Please see our website for a detailed “Suggested To- Do list and Discussion topics Timeline”.**

Unit Planning:

Throughout the internship process, Interns are required to 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.

Three of these unit plans are to be submitted to your internship facilitator and must be created using the *Understanding by Design Model* with the hopes that all their units are created in this format.

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

Also, please keep in mind that the interns are beginning teachers 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 the process of planning and implementation

What could a co-generated unit look like?

- **Intern creates the unit with guidance and feedback from the cooperating teacher.**
- **The intern adapts one of the partner teachers' existing unit plans.**
- **The intern and cooperating teacher work collaboratively to create the unit.**
- **The intern works collaboratively with other interns to create the unit, with the cooperating teacher providing guidance and feedback.**

Unit 1 and 2- Feedback on these required units is to be provided by partner teachers/internship facilitators **before** implementation and must be provided to the partner teacher/internship facilitator at least one week in advance of the planned implementation date.

- The first unit should be co-generated with the partner teacher and the second and third units should be generated individually, after consultation with the partner teacher as to the unit focus.
- At least **two** of these units **must infuse** First Nations, Métis, Inuit content, perspectives and ways of knowing. (Please see College of Education, Field Experiences website for [First Nations, Metis and Inuit teaching resources](#))
- Unit 3 is submitted to the internship facilitator for our records only and feedback will not be provided.

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.

UBD link:

<http://www.usask.ca/education/students/undergraduate/fieldexperiences/tools-resources.php#LessonandUnitPlans>

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

Professional Growth Portfolio (PGP)

Professional Growth Portfolio (PGP)

Throughout the intern's program in the College of Education, University of Saskatchewan, he/she is working towards achieving professional competencies as indicated in the **program goals**. The intern is responsible for using the Professional Growth Portfolio as a tool for gathering evidence of his/her progress toward achieving **program goals and outcomes**.

| 1. Professionalism | 2. Knowledge | 3. Instructional | 4. Curricular |
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| 1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities | 2.1 knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada | 3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation | 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 |
| 1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners | 2.2 proficiency in the Language of Instruction | 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 | 4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas |
| 1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners | 2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview) | | 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 |
| 1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer | 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) | | |
| | 2.6 ability to strive for/pursue new knowledge | | |

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 intern'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, cooperating teachers, course instructors, internship facilitators
- Share responsibility for leadership
- Increase professional knowledge, involvement, and develop ownership of the intern's learning and growth

PGP DURING INTERNSHIP

The PGP is the foundation of the intern's planning, teaching and assessment. Throughout their internship, interns 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 interns will be required to update their PGP regularly as they will need to build on what is done. The PGP also is used for their practicum assessment. The evidence used in the PGP will help create the midterm and final assessment. In addition, the interns are required to complete the PGP by the end of internship.

Throughout their internship, interns will be working towards building competency in the Teacher Education, Certification and Classification (TECC) goals set by the Ministry of Education.

PGP Focus and Entry Requirements:

The interns will use these TECC Goals as their personal learning targets in their lessons, observations, professional development, conversations with other teachers, etc. Interns should be regularly recording evidence of meeting these targets in their Professional Growth Portfolio. There will be some choice as to what form this portfolio will take, but the intern's daily entries **MUST** include:

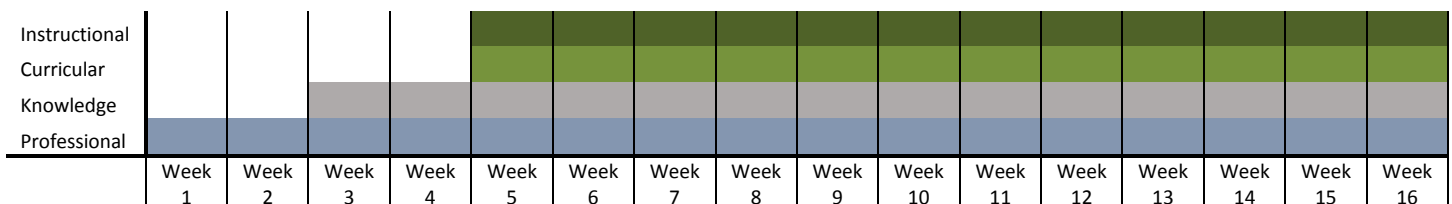
- The appropriate TECC target
- The date and context in which the target was met
- Specific evidence they have met the target
- Critical reflection and significance to the intern's professional growth
- The intern's next steps and plans for further growth in that area.

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.



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

The interns will begin by focusing solely on the development of their **Professional Competencies (PGP 1)** for the **first two weeks**. **During Week 3**, the interns will begin to focus on establishing their **Knowledge Competencies (PGP 2)**. During the first in-service, the intern and cooperating teacher will be given the opportunity to reflect upon the competencies and establish goals for further growth in those areas.



The intern will submit the PGP to the college facilitator at determined intervals throughout the internship:

- At both in-services
- During both formal observations
- With unit plan #3
- With the final assessment

How many PGP competencies should interns have per lesson?

- Depending upon the lesson and area of focus to observe, each lesson can have 1-3 PGP goals.

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

Since this PGP is a continuation from the year prior, interns will have some entries in the portfolio that will need further growth.

However, each intern is required to have at least 2 new entries per PGP competencies completed during his/her internship.

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

PGP format options**Option #1****eportfolio.usask.ca**

Interns can continue to use the eportfolio that was used last year. This will enable them to keep everything in one place from last year.

If choosing this option, then interns must share your eportfolio with the facilitator and teacher.

Option #2

Digital/Hard copy version.

For the internship PGP, interns can also use the excel spreadsheet PGP that was developed. This allows interns to easily sort entries, track which ones still needing improvement and gives a better visual of the interns' entries and growth.

This version allows interns to also print out the PGP and complete it by hand which may be easier for those who anticipate internet issues. Interns can also keep in as an electronic spreadsheet but interns must ensure it is saved after every entry or convert to an online cloud.

Interns must also be able to share the PGP with their teacher and facilitator and have it downloaded as an electronic version to hand it at the end of internship.

See the website for the Option #2 version/template.

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#ProfessionalGrowthPortfolio>

***PLEASE SEE APPENDIX H FOR EXAMPLES OF THE PGP COMPETENCIES.**

Assessment of the Intern

Assessment of the Intern

Copies of midterm and final assessment can be found on our College website under “required reports”:

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#Internship>

During internship, assessment and evaluation of professional growth will be continuous. Interns 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 partner teacher(s) (daily, if possible). Formal visits by internship facilitator 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 partner teacher and during visits with the internship facilitator. On a weekly or bi-weekly basis, interns are expected to identify and discuss with cooperating teachers one or more particular program goals/outcomes for focused attention. In collaboration, cooperating teachers and interns 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 interns 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 intern assessment reports, the intern’s PGP should be used as the evidence of meeting the competencies.

Using the PGP for Assessment

The intern should have his/her PGP available when meeting to complete the assessment. As the pair discuss each competency, the intern 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 internship, interns and cooperating teachers with the support of internship facilitators will write a formative 'mid-term' report evaluating the interns' progress towards program goals and outcomes using evidence, analysis and reflections collected in the PGP.

The following rubrics can assist the cooperating teacher and intern in completing the midterm assessment (which is formative), and give direction to the intern as to the specific areas on which to focus for the remainder of the internship.

Formative assessment based on feedback during the internship: (see Appendix 13 for full documents)

Formative assessment based on feedback during the internship:

| 1.1 | Met: | Not Yet: | Next Steps: | I noticed that this went well: |
|--|------|----------|-------------|--------------------------------|
| the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities | | | | |

At the end of internship, a final evaluation is completed (see **“required reports”**). The final evaluation report indicates that the intern has successfully completed the requirements of the intensive field experience. The final report is also completed by cooperating teachers and interns, in consultation with internship facilitators.

This report is an official document on which the intern relies as documentation of his/her teaching experience. It gets uploaded digitally to school board websites when the intern applies for employment. Please feel free to contact the Intern Facilitator if you would like some assistance with formatting, word choice or overall editing.

Release time (a half day for writing the mid-term report and another half-day for writing the final report) is provided for cooperating teachers and interns. Cooperating teachers are responsible for selecting the half day and for ensuring completion of the final report in a timely fashion for collection by the internship facilitator during the final days of internship.

The official final evaluation report must be signed by cooperating teacher(s), the intern, the school principal and the internship facilitator.

| Highly proficient | Proficient | Not Yet | Not Present |
|---|--|--|--|
| <ul style="list-style-type: none"> the intern has exceeded expectations for a student teacher on a particular competency | <ul style="list-style-type: none"> the intern has met expectations on a particular competency | <ul style="list-style-type: none"> the intern has identified the competency as a PGP goal, and is working towards meeting the expectations for the competency | <ul style="list-style-type: none"> the intern has not yet identified the competency as a PGP goal the cooperating teacher does not see evidence of this competency |

Expectations and the Assessments- Guide for distinguishing HP, P, NY, and NP.

The expectations for the interns are based on their proficiency of the competency of teacher candidates and not that of a veteran teacher. Therefore, it is understood that the intern may have demonstrated competencies that are highly proficient for a teacher candidate.

The internship is also a process. As interns concentrate on PGP 1 and 2 the first 4 weeks of internship, interns will continue to make progress on these two competences throughout the internship and should not abandon them once they focus more on PGP 3 and 4. With this in mind, if an intern is assessed at the midterm with a HP or P, this does not mean that if he/she does the same things for the next 8 weeks, that score should remain. There should still be improvements even if the intern 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 growth has not occurred.

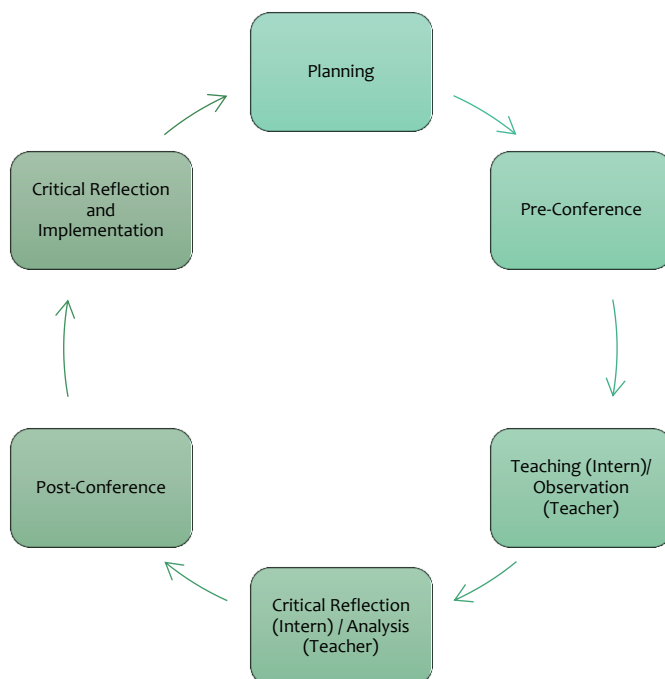
The intern should be able to demonstrate his/her proficiency of a competency on a consistent basis. For a student to demonstrate an HP, he/she needs to have gone above and beyond the expectations on a regular basis. There may be some slight variations from one level to another but the assessment should be based on the overall performance.

Please see **Appendix E-Distinguishing the levels of the Assessment rubrics** for an example of the different levels of demonstrating proficiency in the competencies. **Refer to the website under Field Experiences-Assessment for a full list of examples.**

OBSERVATIONS AND FEEDBACK

Professional Conversations and the Observation Cycle

Professional conversations and “teacher talk” are essential aspects of the interns’ learning experience; all interns and cooperating teachers, therefore, will be expected to make time throughout the day for these conversations to occur. The **Supervision Cycle Process** should occur daily:



Planning:

- Short- and long-term planning should be a top priority for the intern.
- It is expected that the intern incorporate previous feedback from the cooperating teacher and internship facilitator in his/her planning.
- It may be a good idea for the intern and cooperating teacher to establish tentative weekly plans each week so that the intern can communicate his/her lesson ideas and receive feedback and guidance from the cooperating teacher.

Pre-Conference:

- It is expected that the intern be consistently communicating his/her lesson and unit ideas to the cooperating teacher. This is essential for the refinement of the intern’s planning. **The intern will provide the cooperating teacher with written lesson plans during these pre-conferences.**

- During these conversations, the intern should identify the lesson's curricular goals, assessment strategies, learning activities, differentiation strategies, teaching/PGP targets, etc.)
- In the opening weeks of the internship process, it is recommended that the pre-conference takes place the day before each lesson is taught. This will allow time for the intern to make adjustments based on the cooperating teacher's feedback.
- Please see the following links from the College of Education, Field Experiences Website for suggested Pre-Conference conversation starters:
 - [Pre-Conference Conversation Starters](#)
 - [Pre-Conference Conversation Starters 2](#)

Teaching/Observation:

- As the intern conducts the lesson, the cooperating teacher should be recording targeted observations based on the interns' stated teaching/PGP targets, as well as general feedback on the lesson. **These observations are meant to be constructive and focused on facilitating the intern's growth as a teacher.**
- Please see the following link from the College of Education, Field Experiences Website for suggested observation templates:
 - [Suggested Observation Templates](#)

Critical Reflection and Analysis:

- The intern should be constantly developing his/her skills as a critically reflective practitioner. During and after each lesson, the intern should reflect on the following questions:
 - Did I meet my stated learning and PGP teaching targets?
 - Was my lesson a success? How do I know?
 - Was I able to determine the level of student understanding developed in the lesson?
 - What aspects of my lesson were effective?
 - What aspects of my lesson needed to be adjusted?
- Please see the following link from the College of Education, Field Experiences Website for more information about developing critical reflection skills:
 - [Four Steps to Reflection](#)

Post-Conference:

- After each lesson, it is essential that the intern and cooperating teacher engage in a debriefing conversation in which the intern shares his/her critical reflections and the cooperating teacher shares the observations that were recorded during the lesson. These conversations provide a vital learning experience and are crucial to the growth of the intern.
- **Interns should always keep in mind this feedback is meant to help them grow as teachers and should not be taken personally or seen as an evaluation of their abilities. Interns are expected to use these conversations to guide their future lessons.**
- Please see the following link from the College of Education, Field Experiences Website for suggested Post-Conference conversation starters:
 - [Post-Conference Prompts](#)
 - [Teacher and Intern Facilitator Questions](#)

Critical Reflection and Implementation:

- After the post-conferencing process, the intern should reflect upon the mentor teacher's feedback and work towards implementing this learning in future lessons.
- The intern must also be recording these reflections in his/her Professional Growth Portfolio as evidence of his/her professional growth. This analysis will follow the "What? So what? Now what?" reflective analysis format.
- Please see *PART C – Assessment of the Intern* in this document, as well as the following link from the College of Education, Field Experiences Website for more information:
 - **Professional Growth Portfolio (PGP)**

Providing feedback and scaffolding successful planning and teaching

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

Below are some examples of utilizing the right balance of positive/critical feedback, within the context of being a mentor:

- a. Teach a demonstration lesson where you are focused on a particular learning strategy(s)
 - Ask the intern for feedback on your lesson and in what ways she/he thinks those strategies could be implemented into her/his own lessons.
- b. Review the intern's lessons – ask him/her what goal or PGP competency on which the teacher should focus.
 - Feedback should be based on the TECC competencies
 - Feedback should be descriptive and specific
 - Feedback will have a greater chance of being implemented if it is part of a collegial conversation where the intern feels a positive atmosphere
 - Focus on one area, or competency, at a time
- c. Provide the opportunity to prepare/develop original teaching plans
- d. Plan with the intern for effective assessment
- e. Provide appropriate assistance in helping the intern meet the diverse learning needs that include accommodations and differentiation

Effective Feedback (source: Tomlinson & McTighe, 2006)

To be effective, feedback must be.....

Timely:

the greater the delay between the performance and the feedback, the less likely the feedback will help the student improve

Specific:

grade scores are not considered feedback because they are not sufficiently specific to help a learner improve

- positive comments such as "Well done", are not specific enough to help a student advance learning

Understandable: 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

****Please refer to the Observation template which is found on our website.**

Professionalism

The Intern - Cooperating 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, interns must always adhere to the **Professionalism guidelines** set forth by the College of Education.

Because they are not yet certified by the province and for the protection of everyone involved, **INTERNS 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 intern is **not** to be used as:

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

Attendance and Absenteeism

Part of being committed to the internship and the teaching profession is adhering to the College's absenteeism policy. As professionals, it is expected that interns 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 interns are responsible to the College of Education, they must report **ALL absences, regardless of the reason, to the Internship Facilitator**. In the case of illness, internship facilitators and cooperating teachers may ask the intern to provide a note from his/her physician.

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

Please see the College of Education, Field Experiences website – **When Difficulties Arise During Internship** for more information.

Orientation and Internship In-Services:

- The internship process begins with a **mandatory** Internship Orientation session (held in August),
- In addition, there will be two day-long in-services. Attendance for these events is a requirement.
- In-service #1 is held in September (3rd week typically) for **Partner Teachers and Interns** and is hosted by the facilitator. Substitute costs are covered. Please see your division HR for booking the substitute and the substitute code, as this varies by division.

BATES AWARD:

Please refer to our website for the most recent information.

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#PolicyandSchedules>

CERTIFICATION AND CONVOCATION

Please refer to our website for information on how to apply for certification and convocation.

<http://www.usask.ca/education/students/undergraduate/current.php#ContactUs>

DSS Accommodations

Please refer to our website for information on how to apply for certification and convocation.

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#DSSAccommodationPlan>

When Difficulties Occur:

A. The role of the intern/cooperating teacher/facilitator:

Cooperating teachers and internship facilitators must systematically provide support for an intern 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 intern may be experiencing within these areas as soon as they arise, so that these problems can be collaboratively addressed as soon as possible.

When the intern experiences difficulties that are not being remedied through daily feedback conversations involving 'coaching', 'collaborating' or 'consulting', the cooperating teacher and/or internship facilitator should initiate the next level in the Learning-Focused Supervision model, which is 'calibrating'. In this provision of formal support the cooperating teacher and the intern, with help from the internship 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 of 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 cooperating teacher and by the internship facilitator. The Contract for Improvement must be signed by the intern, cooperating teacher and the internship facilitator.

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

B. Contexts in which difficulties often occur:

- Communication breakdown. Intern and/or Partner teacher has not communicated well which has resulted in a breakdown of requirements, expectations.
- The intern and cooperating 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 intern struggles with efficiency in planning lessons/units and falls behind in having lessons prepared in time for the cooperating teacher to peruse and give feedback on before teaching.
- The intern 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.

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

More Information can be found at the **College of Education Website**.

Relationship-Focused Collaboration¹

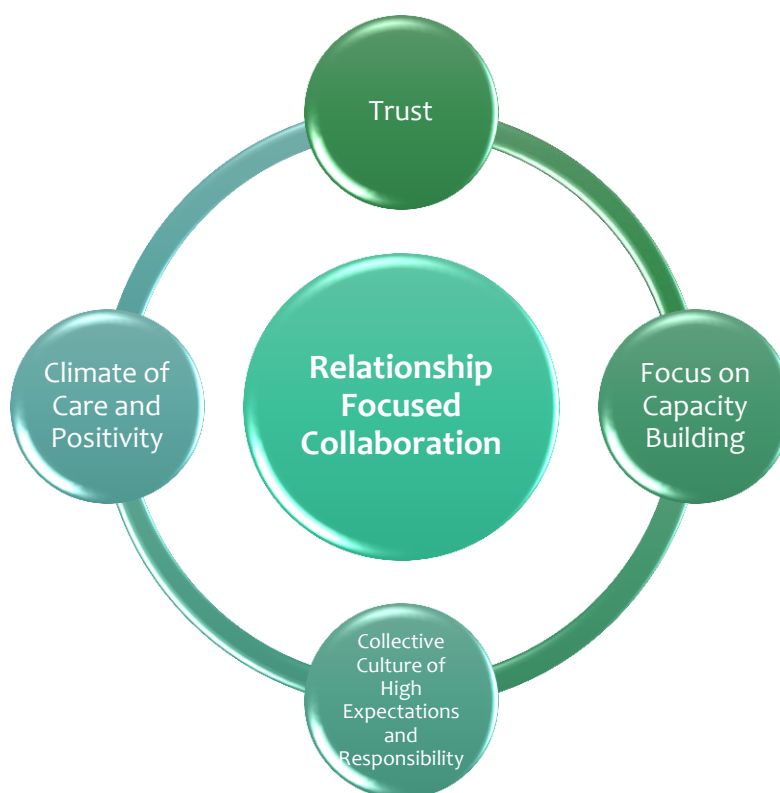
Establishing a positive and productive working relationship between the intern and cooperating teacher is one of the most fundamental aspects of the internship process. Even the most effective teams find it difficult at times to work so closely together day after day for an extended period of time. This is why it is crucial that the intern and cooperating teacher take the time to develop their relationship and to ensure the internship experience is a positive one for all involved. As Carolyn Crippen (2010) suggests "teaching is all about making connections with people. It is about relationships and investment in others and their future and ours" (p. 27). Throughout the internship experience, there needs to be a focus on "the quality and quantity of interactions and relationships among people... [and improving] access to knowledge and information; their sense of expectation, obligation, and trust; and their commitment to work together for a common cause" (Fullan, 2014, p. 70).

To achieve this, it is imperative that we build a culture of **relationship-focused collaboration**. The intern, cooperating teacher and college facilitator are all working together to achieve a single goal: the professional growth of the intern, the cooperating teacher, and the teaching profession.

For effective **relationship-focused collaboration** to occur, four distinct but interdependent areas must be established:

- Trust
- Climate of Care and Positivity
- Collective Culture of High Expectations and Responsibility
- Focus on Capacity Building

¹ Adapted from Kirk, B. (2015). The Research links between relationships and student achievement [Prezi]. Retrieved from http://prezi.com/8pbzgnsfagzs/?utm_campaign=share&utm_medium=copy&rc=exoshare; and Kirk, B. (2015). Ya gotta treat 'em like human beings: Changing the discipline culture [PowerPoint Slides].



1) Trust

Establishing trust is one of the most important aspects of creating a positive collaborative environment. Leadership and teamwork guru Patrick Lencioni notes that the absence of trust creates dysfunction within a team (Mujab, 2013). Trust, therefore, is essential in creating the emotional and social safety necessary for effective collaboration (Connors, 2000, p. 45). In the context of the internship experience, trust refers to a sincerely held belief that all parties involved will be consistently working towards the professional growth and well-being of the intern (Leithwood et al, 2010, p.18).

According to literature and research, the qualities of trust in educational leadership often include:

- "Transparency, competence, benevolence, and reliability" (Leithwood et al, 2010, p. 18-19).
- "Nonjudgmentalism (by offering feedback primarily for growth) and transparency (by being open about results and about practice)" (Fullan, 2014, pg. 75).
- Support in becoming comfortable with change (Whitaker, 2012; Fullan, 2010; Fullan, 2014).
- "Integrity (sincerity, reliability, honesty) and competence (skill and effectiveness)" (Fullan, 2010, p. 66).
- Soliciting feedback (Whitaker, 2012, p. 18)
- Choosing being respected over being liked (Whitaker, 2012, p. 13) and consistently treating others with respect (Whitaker, 2012, p. 27)

What does this look like in internship???

| Intern | Teacher |
|---|--|
| <ul style="list-style-type: none"> • Asks questions • Solicits and applies feedback • Takes risks • Consistently expresses gratitude to the teacher for the opportunity to learn • Works hard to improve • Is humble, honest and reliable • Acts in a mature, respectful and professional manner • Goes beyond minimum expectations • Looks for ways to make a positive contribution in the classroom, school and community. | <ul style="list-style-type: none"> • Solicits feedback from the intern • Is open to new strategies and ideas • Seeks to learn from the intern • Allows the intern to make and learn from mistakes • Takes a vested interest in the intern's growth • Is honest and reliable • Provides constructive feedback and support • Always takes into account the intern's developmental needs • Validates the intern's growth and hard work • Treats the intern as a colleague |

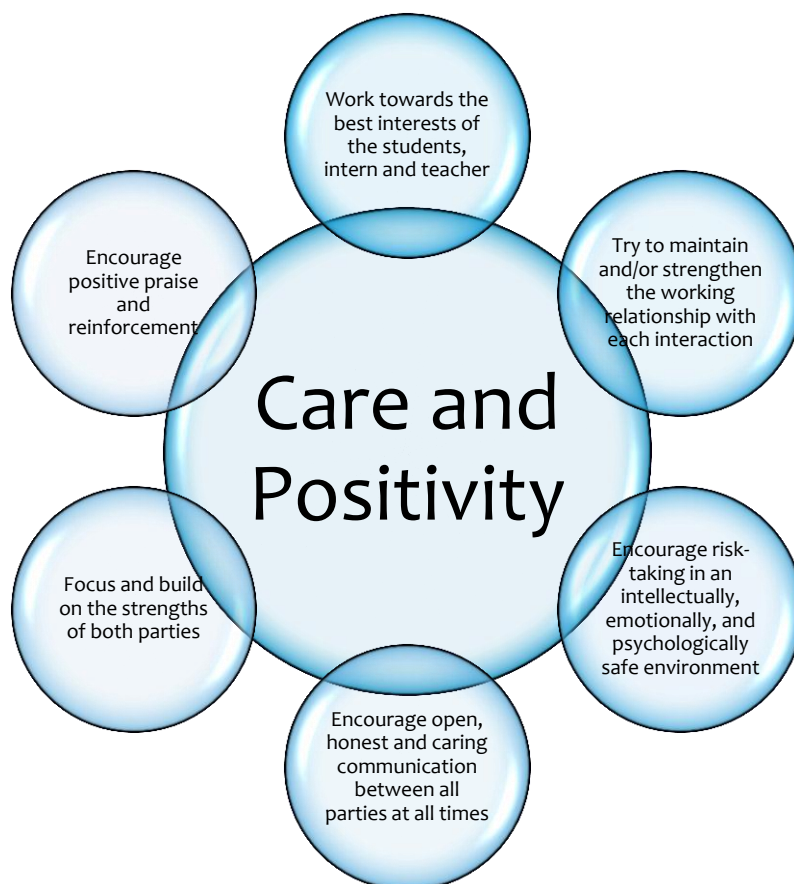
2) Climate of Care and Positivity

One of the most important aspects of collaboration is the mutually held responsibility to create an atmosphere of positivity and support (Whitaker, 2012, p. 29). As Neila Connors points out in her book *If You Don't Feed the Teachers They Eat the Students!: Guide to Success for Administrators and Teachers* (2000):

A positive climate is what sets the tone for success in schools, and the best leaders work diligently to establish and maintain a place where people want to be. These leaders continually monitor, assess, and/or enhance the following major elements of a positive school climate: safety (physical, intellectual, emotional, social), positive change, positive attitudes, open communication, human relations skills, active participation by all, and positive public relations. (pp. 44-55)

It is essential, therefore, that all parties involved work to create an environment an environment of care and positive reinforcement that will enable both the intern and cooperating teacher to be their most effective in their respective roles.

How can this be achieved???



3) Collective Culture of High Expectations and Responsibility

There is no doubting that everyone involved in the internship process wants to do their very best: the interns all want to do an amazing job so that they can grow as professionals and hopefully gain employment; the cooperating teachers want to be effective mentors so that they, the intern, and their students all benefit from the experience; and principals and the college facilitators want to do everything they can to support both the intern and cooperating teacher in this experience. Teams are at their most effective when everyone involved sets realistically high expectations for themselves and others and constantly work to meet those expectations:

Good teachers consistently strive to improve, and they focus on something they can control: their own performance. *Great teachers look to themselves for answers*. Other teachers wait for something else to change and look elsewhere for answers...*the best teachers accept responsibility for their classrooms*, and the worst teachers do not. *Effective [leaders] constantly work to make all teachers*

accept responsibility. More than that, they accept a higher level of responsibility themselves. (Whitaker, 2012, pp. 20-21)

In the context of the internship, this means that all parties involved need to be constantly examining their own role in the intern's professional growth and looking for ways to better support the intern, the cooperating teachers, and the students themselves.

4) Focus on Capacity Building

In education circles, there is a belief that teachers/interns either have "it" or they don't, but this judgmental approach ignores the potential for growth and improvement that many educators possess. Very few educators would look back at the beginning of their careers and describe themselves as excellent teachers, so why would we hold interns to that standard? Rather than approaching the internship as a "they'll either sink or swim" experience, it is far more effective for both the intern and cooperating teacher to emphasize a growth mindset (Dweck, 2006) that allows for learning and improvement. Research has shown that a focus on capacity building rather than passing judgement is a more effective approach to creating trust, growth and mutual accountability: "Paradoxically, the more you park your judgement, and the more you play up capacity building, the more actual improvement you will get and the more that real accountability gets embedded. You literally create internal accountability where individuals and the group feel and take responsibility for their own progress" (Fullan, 2010, p. 52).

Interns, cooperating teachers and college facilitators can embrace capacity building through:

Taking risks, being vulnerable, and challenging the status quo

(Lipton and Wellman, 2009, p. 11)

Seeing and modeling themselves as learners and constantly seeking and accepting feedback

(Lipton and Wellman, 2009, p. 11)

Welcoming transparency and using "openness about results and practice...as a strategy for improvement"

(Fullan, 2010, p. 60)

Being humble enough to "admit when you don't know the answer to a question and commit to finding it, and...take the blame even if it is not your fault"

(Fullan, 2010, p. 62)

Consistently trying to find ways to hold themselves "accountable for the growth of others"

(Crippen, 2010, p. 33)

Learning from each other

(Whitaker, 2012, p. 44)

Tips for developing and maintaining effective working relationships (taken from *Crucial conversations: Tools for talking when the stakes are high* [Patterson, Grenny, McMillan, Switzler, 2012]):

- Communicate, communicate, and communicate. Most big problems begin as unaddressed small problems, so it is important to address them before it is too late. Avoid going to silence (masking, avoiding, withdrawing) and/or violence (controlling, labeling, attacking), as these strategies typically compound the problem.
- Create and defend a relationship of honesty AND respect. Find ways to simultaneously make your point and protect/strengthen the relationship.
- When conflict occurs, ask yourself “Am I hurting or helping the situation?”
- Establish and continuously reaffirm Mutual Purpose (the common goal you are both trying to achieve) and Mutual Respect.
- Focus on what you *really* want (i.e. Is your goal to help the intern grow and learn, or to win the argument?)
- “Don’t aim for perfection, aim for progress” (p. 99).
- Approach dialogue with confidence that your opinion is valid, humility to know that your opinion is not the only one that is valid, and skill in sharing information while being aware of the affective implications of what you are saying

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- Whitaker, T. (2012). *What great principals do differently: 18 things that matter most*. New York, NY: Routledge.

CLOSING

The Internship Guidebook covers the main requirements and components of the internship. From the Internship Timeline to the Relationship-Focused Calibration, this book was developed while keeping in mind the diversity of the classrooms where the interns are placed as well as the various learning styles and skills of all the interns. Please also refer to our website on certain areas as indicated in this guidebook.

The relationships you the intern will form with your partner teacher and facilitator is essential for your 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 partner teacher (s) and internship facilitator come with a wealth of knowledge, skills, and experience to support you in developing your teacher competencies and to have a successful internship.

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

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Appendix A – Extensive 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 engage 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.

b. View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:

- retelling and explaining the ideas and information presented in texts

c. 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.
 -Students will also be informally 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 assessed. 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 assessed formally in grade form, as well as 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 of 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– Modified 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

| |
|---|
| <p>Stage 1- Desired Results – you may use student friendly language</p> <p><i>Outcome(s):</i> 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. <i>b. View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:</i> <ul style="list-style-type: none"> • retelling and explaining the ideas and information presented in texts <i>c. Connect the insights of an individual or individuals in texts to personal experiences.</i></p> <p><i>PGP Goals:</i> 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</p> |
| <p>Stage 2- Assessment</p> <p><i>Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.</i> -Making connections and representing inferences (through writing, pictures, talking, etc.). The students will receive feedback as they work.</p> |
| <p><i>Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.</i> -Formative assessment will occur later in the unit.</p> |
| <p>Stage 3- Procedures:</p> |

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):

3. 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)**

4. 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. Confering 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– Simple 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):

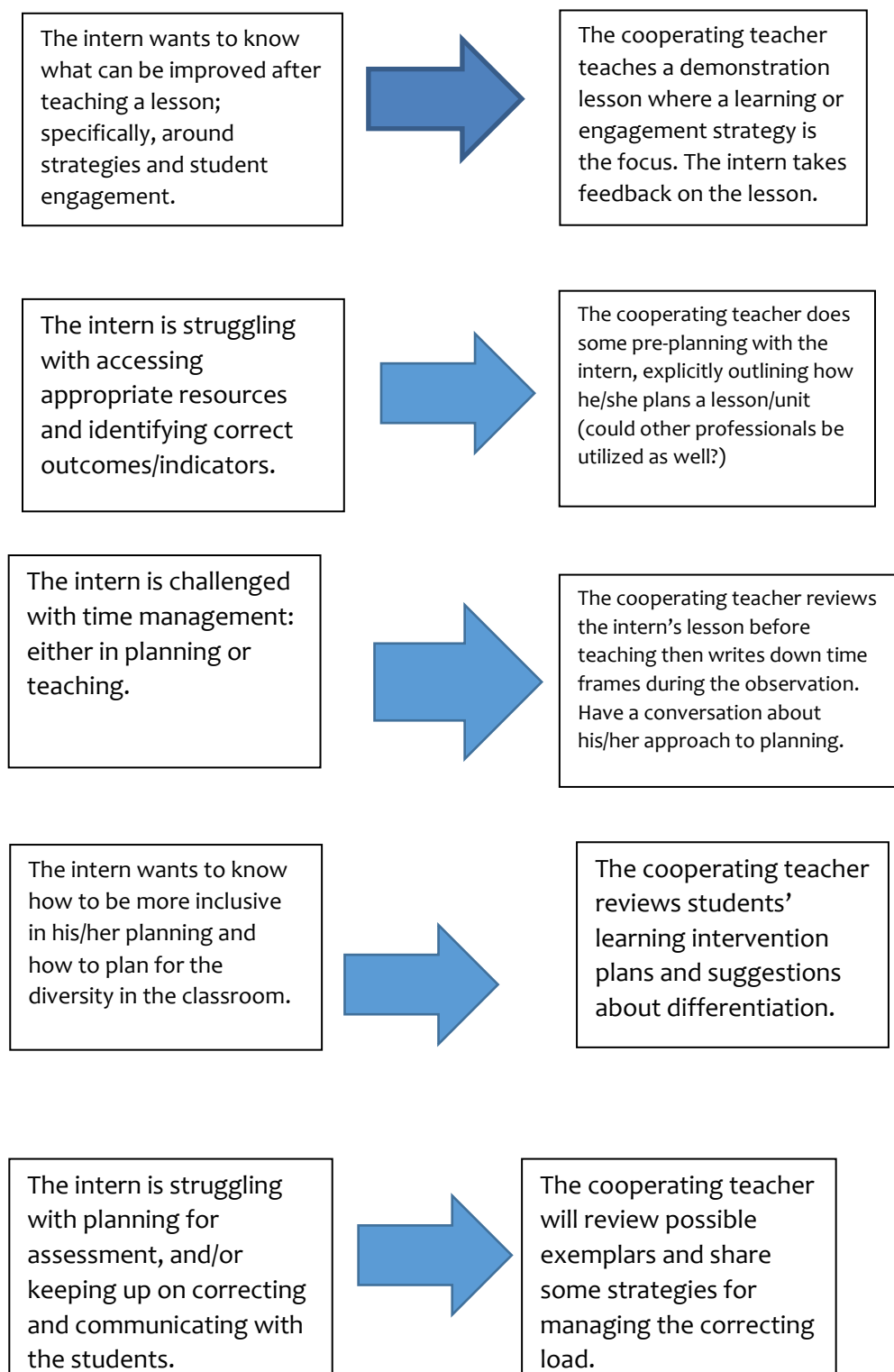
| |
|---|
| <p>Stage 1- Desired Results – you may use student friendly language</p> <p><i>Outcome(s):</i> CR4.1</p> <p><i>PGP Goals:</i> 2.2, 3.1, 3.2</p> |
| <p>Stage 2- Assessment</p> <p><i>Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.</i> -Informal feedback and support as they work on inferring.</p> <p><i>Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.</i> -Formative assessment will occur later in the unit.</p> |
| <p>Stage 3- Procedures:</p> <p><u>Motivational/Anticipatory Set (introducing topic while engaging the students):</u> -Review inferring -Make inferences about backpack items and the owner of the backpack.</p> <p><u>Main Procedures/Strategies:</u> 1. Model inferring activity using picture from “The Arrival.” 2. Independent work time to practice inferring. Confer with the students as they work.</p> <p><u>Adaptations/Differentiations:</u> -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.)</p> <p><u>Closing of lesson:</u> -Share and review.</p> |

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. Confering 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– Intern Needs / Teacher Supports



Appendix E- Distinguishing the levels of the Assessment rubrics.

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

Midterm

Final:

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| <p>HP: Would include all or most of the following and has consistently demonstrated HP</p> <ul style="list-style-type: none"> -welcome letters to parents the 1st day, called parents the first week to discuss best way to communicate. -Home visits the first week and also organized a community even. -Intern 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 - 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. | <p>HP- Has continued to demonstrate HP – has gone above and beyond expectations.</p> <ul style="list-style-type: none"> -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. - Lead a PD for the staff on the peer conferencing and its success. - 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. - intern 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. |
| <p>P- Has greeted families at the door upon my encouragement, at the beginning of the class, the intern writes out the classroom agenda so that</p> | <p>P – Has continued to greet families at door but has now also felt more comfortable with parents and engaging with them more</p> |

| | |
|--|--|
| <p>students can anticipate and be prepared.</p> <p>-is kind and respectful with the students and considers their backgrounds and contacts parents if student is struggling.</p> <p>-Has been friendly with staff and family but needs to work on engaging with staff more and collaborating at committee meetings.</p> | <p>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> <p>-is well-liked by staff and has contributed at staff meetings.</p> |
| <p>NP-</p> <p>Has done very little or at all – does not engage with staff, family, and minimal with students.</p> | <p>NP-</p> <p>Despite encouragement and discussions, intern still did not demonstrate proficiency in this competency. He/she 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> <p>Did not have a good understanding of the needs of the students and struggled with supporting them without major support.</p> |
| <p>NP- intern limits interactions to cooperating teacher, students, and in-school staff</p> | <p>Minimal effort to interact with anyone beyond partner teacher. Does not seek out engagements as much with students.</p> |

Appendix F – Discussion Guide for completing the midterm assessment

Formative assessment based on feedback during the internship:

| 1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities | Met: | Not Yet: | Next Steps: | I noticed that this went well: |
|---|------|----------|-------------|--------------------------------|
| 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 | | | | |

| | | | | |
|--|--|--|--|--|
| <p>1.4</p> <p>a commitment to service and the capacity to be a reflective, lifelong learner and inquirer</p> | | | | |
|--|--|--|--|--|

| | | | | |
|---|-------------|-----------------|--------------------|---------------------------------------|
| <p>2.1 knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada</p> | <p>Met:</p> | <p>Not Yet:</p> | <p>Next Steps:</p> | <p>I noticed that this went well:</p> |
| <p>2.2 proficiency in the Language of Instruction</p> | <p>Met:</p> | <p>Not Yet:</p> | <p>Next Steps:</p> | <p>I noticed that this went well:</p> |
| <p>2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview)</p> | <p>Met:</p> | <p>Not Yet:</p> | <p>Next Steps:</p> | <p>I noticed that this went well:</p> |

| | | | | |
|--|------|----------|-------------|--------------------------------|
| 2.4 ability to use technologies readily, strategically and appropriately | Met: | Not Yet: | Next Steps: | I noticed that this went well: |
| 3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation | Met: | Not Yet: | Next steps: | I noticed that this went well: |
| 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 | Met: | Not Yet: | Next Steps: | I noticed that this went well: |

| | | | | |
|--|------|----------|-------------|--------------------------------|
| <p>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</p> | Met: | Not Yet: | Next Steps: | I noticed that this went well: |
| <p>4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas</p> | Met: | Not Yet: | Next Steps: | I noticed that this went well: |
| <p>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</p> | Met: | Not Yet: | Next Steps: | I noticed that this went well: |

Appendix G – Final Assessment Conversation Starters



APPENDIX H – SUGGESTED PGP FOCUS AREAS

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

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 mentor teacher’s suggestions and can restate them in “I” statements
- Speaking professionally of teacher mentor, parents or students in the staffroom, on-line, etc.
- Understanding and displaying appropriate boundaries with students (avoids becoming a “buddy”)

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

This may include:

- Planning with mentor teacher before beginning a lesson or topic
- Discussing appropriate communication methods with the mentor teacher: when are parents contacted, how are they contacted, how is the student involved in the process
- Displaying self-control emotionally; personal behavior is acceptable for classroom and school
- Respecting the privacy of students, parents and teacher peers
- Adhering to STF code of ethics

1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable 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.
- 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

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

Goal 2: demonstrate knowledge competencies including:

2.1 knowledge of Canadian History, especially in reference to Saskatchewan and Western Canada;

This may include:

- Incorporating and honouring the students' communities and cultural heritage.
- Demonstrating understanding of Canadian and Prairie historical events and narratives.
- Celebrating important historical and cultural events (i.e. Ukrainian Christmas, Terry Fox Run, Chinese New Year, Remembrance Day, Treaty Day, etc.).
- Examining historical causes of contemporary issues and trends.
- Using historical contexts within subject-area concepts (i.e. discussing the Great Depression in Math, the history of hockey or lacrosse in Phys. Ed., or the development of resource industries in Science).
- Reflected in lessons by using accurate, relevant, current information and not outdated sources.
- Being able to address student's questions about the content.

2.2 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
- 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.

2.3 knowledge of First Nations, Metis and Inuit Culture and History (e.g., Treaties, Residential School, Scrip, and Worldview);

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.)

2.4 ability to use technologies readily, strategically and appropriately

This may include:

- Incorporating available technology in lessons (i.e. computers, iPads, cell-phones, Smartboard, 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.

2.5 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.

2.6 ability to strive for/pursue new knowledge

This may include:

- Attending professional learning opportunities (i.e. professional development, professional learning communities, conferences, etc.)
- Observing/learning from a variety of teaching mentors and attempts to implement into your teaching
- Professional reading
- Focusing on learning and growth

Goal 3: demonstrate instructional competencies including:

3.1 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 (ie: 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.
- Seek out new supports

3.2 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.

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;

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
- 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

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:

- 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

Note: The College of Education website has resources and templates to assist in planning, collaborating, observing and assessing.