



College of Education

## **EDST 322.3 FIELD STUDY HANDBOOK**

**More information on the College of education website (CoE Website)**

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

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## INTRODUCTION

This Field Study Handbook and the associated Field Experience Syllabus are intended to support teacher candidates' induction into the teaching profession as part of the Bachelor of Education program from the University of Saskatchewan (U of S).

U of S College of Education Field Practicums are delivered in a variety of ways, depending on year in the program and program type (Indian Teacher Education Program/ITEP, Saskatchewan Urban Teacher Education Program/SUNTEP, and four year Direct Entry program). Overall goals, however, remain the same: to unite theory and practice, to connect course work and field study, and to support teacher candidates in deepening their understanding of the important work that teachers do in classrooms, schools, and local as well as global communities.

Field Study components of the current program actualize the belief that field practicums should take place throughout the program, with continuous work in schools closely connected to work in the College. Teacher candidates are involved early in productive observations and supported teaching in schools within a framework provided by the courses EDST 321.3 (Field Experience: Learning in Context) and EDST 322.3 (Field Experience: Relational Curriculum-Making in Practice, Planning, Adapting and Assessing). In this way, teacher candidates can expediently attend to aspects of their professional portfolio. This dynamic exposure to life in schools is intended to illuminate and motivate the development of competencies that teachers require as well as offer deep reflection regarding career choices.

While the language of early Field Study has moved away from terms like “student teaching” to “Field Practicum”, the language regarding the extended practicum module has also changed. “Field Experience Professional Extended Practicum” is the title of the current course EXPR 422.15.

In the fall of 2019, Direct Entry students take EDST 213.0 at the end of their second year, EDST 321.3 and 322.3 in their third year in the College, with EXPR 422.15 occurring in their fourth and final year.

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## **SASKATCHEWAN TEACHER CERTIFICATION COMPETENCIES**

Competencies in four areas are outlined by the Saskatchewan Ministry of Education, establishing categories in which skills must be developed prior to teacher certification in this province. These competencies, approved by the Saskatchewan Ministry of Education's Teacher Education, Certification and Classification (TECC) Board, are listed below. They have been utilized as goals and outcomes for the Professional Growth Plan teacher candidates will complete as part of EDST 321 and 322 field experiences (see Appendix A).

### **Professional (Personal) Competencies**

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

### **Knowledge Competencies**

- Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;
- Demonstrates knowledge of First Nations, Metis & Inuit culture and history (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;
- Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);
- Demonstrates an understanding of the organizational and legal contexts of schooling;
- Demonstrates proficiency in the language of instruction;
- Demonstrates ability to use technologies readily, strategically and appropriately;
- Demonstrates ability to strive for/pursue new knowledge.

### **Instructional Competencies**

- Demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;
- Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
- Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings.

### **Curricular Competencies**

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

<b>THE ROLE OF THE TEACHER CANDIDATE</b>						
	<i>Inquire &amp; Collaborate</i>		<i>Increase Responsibilities</i>		<i>Discuss &amp; Reflect</i>	
<p>Beginning First 2 weeks <i>(It is a good idea to keep a journal. You do not have to enter every observation, but you will have a bank from which to choose for critical reflection.)</i></p> <p><b>Show initiative - establish a consistent way to communicate with your partner teacher. There is a long stretch between your days in school, from week to week.</b></p>	<p>Get to know students. Observe groupings and interactions – role of age? Gender? Perceived abilities? Cultural affinity? Interests? (1.1)</p>	<p>Discuss with your partner teacher the individuals or groups with whom he/she would like you to begin to work.</p>		<p>Do go to the staff room and interact with all staff (not just teachers) and find out about their roles. (1.2)</p>		<p>What have you learned about the various roles? How many adults that you have met are involved in supporting a student in your classroom? What are the student needs? (3.3)</p>
			Throughout the term	<p>Accompany your partner teacher on recess/before school/bus supervision.</p>	<p>Observe the social/cultural groups that form on the playground. What questions do you have?</p>	<p>Were there students who required social or behavioural support? (3.3)</p>
	<p>Ask whether there are students who have an IIP (Inclusion &amp; Intervention Plan)? IEP (Individual Education Plan)? There may be privacy limitations. (ask about them) (2.4)</p>	<p>Ask your partner teacher to share the kinds of assessment, instructional strategies (other techniques to assist with behaviours) that you should incorporate in your lesson plan.</p>	<p><b>With your partner teacher, map out the plan for meeting the requirements for EDST 322 – 10 lessons planned &amp; taught; 17 PGP entries (all of areas 3 and 4 and the rest is choice).</b></p>	<p>Work with individuals or small groups who have exceptionalities.</p>	<p>Observe how lessons build upon previous learning; check whether the way that a student works follows the same route. Check whether your observations about scaffolding are accurate.</p>	<p>Determine which of the instructional or assessment strategies or the scaffolding processes that you have observed you will incorporate into your lessons and ask the teacher for feedback prior to teaching and post-teaching. (1.3, 3.3)</p>
<p>Middle  <i>(For all of your lessons, receive approval ahead of time and request feedback. This will be valuable for the evaluation and keeping track of your progress.)</i></p>	<p>Observe and make notes about the ways that students are assessed.</p>	<p>Ask your partner teacher to share strategies for assessment.</p>	<p>Make anecdotal records or checklist about a specific group or individual.</p>		<p>Share data with your partner teacher and discuss what the results mean (for changes in instruction/student success). (3.1) (3.2)</p>	<p>Reflect on how your assessment tools are measuring students' achievement of the outcome. (3.2, 4.1)</p>
	<p>Look for how FNMI content, ways of knowing, perspectives are incorporated into the classroom. (2.2)</p>		<p>Go into the school's library to discover what professional resources exist to support FNMI teaching. (2.2, 4.2)</p>	<p>Read the TRC report. Ask the teacher if the school or school division has made commitments for the TRC. (may be 2.1)</p>	<p>Discuss how you can authentically incorporate FNMI in your lessons (remember to access resources from your Treaty Training). (4.2) (4.1)</p>	<p>Reflect on whether you were able to incorporate content AND ways of knowing AND perspectives. (2.2)</p>
	<p>Look for the ways that the teacher changes</p>	<p>When sharing observations with the teacher, ask the</p>	<p>Identify a strategy (that you discussed when</p>	<p>Ask the teacher to review the steps and process for</p>		<p>Review how successful the implementation of the</p>

	instruction, environment, group, etc. to meet students' needs.  Write critical reflections about your observations and experiences.	teacher what the name of the strategy is. (2.7)  Share and discuss your PGP entries with your partner teacher.	sharing your observations) that you would like to implement in your lessons.	implementing the strategy (instructional, assessment, environmental).	Include a step by step description in your lesson plan(s). (3.3) (4.1)	strategy was; ask the teacher for feedback about the impact of this strategy on student learning. (3.3)
	Observe whether there are students who are EAL.	Discuss with the teacher how developed the skills of the student are and identify their areas of strength (oral, reading, speaking, written).	Work with individual or small groups that you and your teacher have identified as having language needs.		What styles of learning have you incorporated in your lessons to meet the EAL needs? (1.3) Is it reasonable to do some place-based instruction? (4.3)	
End	Review your PGP to see if there are areas for which you do not yet have an entry.  Review feedback that you have received from your partner teacher. Have you acted upon feedback? Are you showing growth?				Have lesson plans, feedback, and PGP entries ready for discussion about the EDST 322 evaluation.	

## THE ROLE OF THE TEACHER (AND ADMINISTRATORS)

	<i>Direct</i>	<i>Delegate</i>	<i>Discuss and Reflect</i>
Beginning	-Help the TC involve himself/herself in the classroom, school, and community. -Provide the TC with the classroom context (who are the learners in the classroom and what are their needs). -Introduce the TC to the various adults who are involved in supporting the students.	-Assign the TC responsibilities within your lessons; designate individuals or groups he/she should work with and specify what he/she is to do. -Involve TC's in classroom routines and procedures right away (from distributing materials, to running the	-Share school and classroom culture, philosophy, classroom routines. -Share school division aims and goals, especially frameworks for instruction.

	<p>-Guide the students in learning about the students (names, interests, family dynamics, cultural backgrounds, significant behaviours, strengths, support needs, etc.)</p> <p>-Make TC aware of school events in which he/she may be able to become involved (within the limitations of his/her class and life schedules).</p> <p>-The TC is expected to show the initiative to discuss communication and feedback. However, it is important that you know what your schedule is and what you will recommend.</p>	<p>SMART board, to making anecdotal notes or completing checklists).</p>	<p>-Plan the weeks and subject areas so that the TC will be able to plan and teach 10 lessons.</p> <p>-Review the TECC competencies so that you are aware of the goals that TCs will have.</p>
Mid	<p>-Allow the TC opportunity to teach lessons, in both small group and whole group situations.</p> <p>-If TC is using only one instructional strategy, direct them to other ways of instruction which may be more effective (written feedback is powerful).</p> <p>-Have TC use formative assessment strategies with particular individuals or small groups and then ask the TC to incorporate these into his/her lesson plan.</p> <p>-Share resources for FNMI instruction.</p> <p>-Share the strategies that have been recommended in IIP plans.</p> <p>-Model ways and levels of supporting EAL students.</p>	<p>-Have the TC go to the library or investigate the school's portal for FNMI resources.</p> <p>-It may be necessary for the TC to investigate instructional strategies and assessment techniques.</p> <p>-Arrange opportunities for the TC to both observe and teach in different classrooms (grade, subject area).</p> <p>-If the TC is able to observe a meeting with the EAL teacher, please allow the time.</p>	<p>-Ask to see the PGP entries several times during the term.</p> <p>-Provide feedback for the lesson plans. Make recommendations for growth. Determine whether the TC has acted upon recommendations.</p> <p>-Share the legal context of the school.</p> <p>-Be prepared to discuss the colonial perspective of resources (e.g., textbooks).</p> <p>-Ask TC's about the treaty training that they received.</p> <p>-Administrators, be prepared to discuss the school division's undertaking for Indigenizing the curriculum/programs.</p>
End	<p>-Review the body of feedback provided to the teacher candidate.</p> <p>-Review the PGP entries.</p> <p>-Determine future targets or areas which require further development.</p>	<p>-Have the teacher candidate create a sub plan and review with him/her so that he/she understands how one cannot assume anything about a sub (or their knowledge and skills).</p>	<p>-Collaborate on the EDST 322 assessment (meaning that the TC should be involved and providing information and insight).</p> <p>-Share what a unit plan looks like; share your year plan.</p>

## THE ROLE OF THE EDST 322 COORDINATOR

Placement	<ul style="list-style-type: none"> <li>• communicate school placements to teacher candidates</li> <li>• disseminate information to administrators, partner teachers, and teacher candidates (handbook, teacher candidate assessment form, dates, expectations)</li> </ul>
Field Liaison	<ul style="list-style-type: none"> <li>• liaise between the partner school and the College of Education, including on-campus instructors</li> <li>• maintain regular communication with field partners, teacher candidates, and Field Experiences Coordinator</li> <li>• visit each candidate in the field a minimum of 2 times</li> <li>• support teacher/teacher candidate team in the process of observation and reflection and understanding of the TECC competencies</li> <li>• support teacher candidates and partner schools in following the process of the STF Code of Ethics if issues arise (the intention is to reach a solution for an identified problem)</li> <li>• communicate with Coordinator of Field Experiences to collaboration in possible solutions</li> <li>• facilitate formation of a calibration plan as needed</li> </ul>
Classroom/School Involvement	<ul style="list-style-type: none"> <li>• provide assistance to the teacher-teacher candidate team for intentional observation (how the teacher observes the TC), individual/small group work with students, lesson planning, assessments and other aspects of teacher planning</li> </ul>



	<ul style="list-style-type: none"> <li>• monitor submitted (co-)planned lessons with reflections (10 required)</li> </ul>
Seminars	<ul style="list-style-type: none"> <li>• create and deliver orientation and seminars, upon consultation with Field Experiences team</li> <li>• focus on lesson plan and instructional strategies</li> <li>• create and facilitate individual/small group workshops as teacher candidate needs emerge (for example, extra work with PGP entries, formulation of a lesson plan, possible grade-alike or subject-alike groupings)</li> </ul>
Professional Growth Portfolio	<ul style="list-style-type: none"> <li>• continue to work with the Saskatchewan Teacher Education Certification and Classification Competencies (referred to as the TECC competencies) to teacher-teacher candidate team</li> <li>• provide assistance in understanding, implementing, and completing components of the PGP and its format (paying particular attention to critical reflection)</li> <li>• facilitate the understanding between teachers and teacher candidates that the PGP entries are used as a component for completion of the assessment form (in-school work may be required)</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• review provide feedback to teacher candidates about the 10 lesson plans</li> <li>• review and provide feedback to teacher candidates about the 17 PGP entries</li> </ul>
Essential Conversation	<ul style="list-style-type: none"> <li>• hold essential conversation at the end of the course</li> </ul>
Final Assessment	<ul style="list-style-type: none"> <li>• collect final assessment and submit to the Field Experiences Office</li> </ul>

## FIELD PRACTICUM PROGRAM REQUIREMENTS

Please see sections under CoE website:

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

### Current Syllabus for EDST 322 Field Experience

#### Relational Curriculum-Making in Practice: Planning, Adapting and Assessing

##### Course Description:

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

##### Learning Outcomes:

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

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

#### Deliverables / Requirements

- ❖ 10 lesson plans – detailed format (UbD)\*
- ❖ 17 PGP entries – at least one for each of the TECC competencies in Areas 3 and 4 (Instructional and Curricular) and other entries by choice
- ❖ Attendance at orientations in January, February and March seminars
- ❖ Essential Conversation completed
- ❖ Consistent attendance at field experience school
- ❖ EDST 322 practicum completed, Assessment signed by all parties

**PGP Worksheet can be found on the CoE website under Professional Growth Portfolio > PGP Worksheet**

(\* Lesson plans need to be original for this course; lesson plans from other classes do not count to this course's 10 lessons. The U of S Academic Misconduct Regulations (January 1, 2017 reads as follows:

### **Academic Misconduct Defined**

The following constitute academic misconduct that may be the subject-matter of an allegation under these Regulations:

- a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;
- c) **Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;** [emphasis added]

### **Academic Honesty**

Students are expected to know and adhere to the following guidelines:

- ❖ Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the [University of Saskatchewan's Guidelines for Academic Conduct](http://www.usask.ca/university_secretary/honesty/) (see [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))
- ❖ You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments.
- ❖ Acceptable use of materials protected by copyright:  
[http://www.usask.ca/university\\_secretary/policies/operations/Copyright.php](http://www.usask.ca/university_secretary/policies/operations/Copyright.php)
- ❖ Standard of student conduct in academic matters:  
[http://www.usask.ca/university\\_secretary/honesty/academic\\_misconduct.php](http://www.usask.ca/university_secretary/honesty/academic_misconduct.php)

### **Attendance Expectations**

Teacher Candidates will be attending **two full days of Treaty Training** (both days are required for certification) and **three seminars** on campus in Term 2 where they will learn a variety of skills, supported by the EDST 322 co-ordinator, in order to further understandings of lesson planning, instructing, adapting and assessing. While off campus in their “professional homes” in partner schools, teacher candidates will be punctual in attendance and complete field-based course assignments as well as participate in the life of the partner school under the guidance of the partner teacher. In addition, teacher candidates will collaborate with the partner teacher to draw upon previous knowledge, skills & resources to apply previous coursework to creating and presenting lessons to individuals and small groups as well as the whole class. Teacher candidates who need additional support may be invited to a half day seminar on Wednesdays during the term.

Any **absences MUST be communicated** to the partner teacher as well as the cohort co-ordinator prior to 8:30 on the day of the absence, with appropriate explanations provided. Please note that **documentation may be requested.**

Attendance is a critical part of the field experience and is one way to demonstrate professionalism. **Failure to attend consistently may require entry into the “when difficulties arise” process.**

The University calendar stipulates, **“Regular and punctual attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) Students who neglect their academic work may be excluded from the final examinations.”** When applied to this course, this statement shall mean that a student is allowed to be absent from at most 3 hours of class on campus/7 hours of class in schools. When a student has been absent without providing the cohort co-ordinator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. Any further absences, the teacher candidate will begin the "If Difficulties Arise" process.

**In cases of unacceptable absenteeism, the 322 Coordinator can exercise the right to exclude the student from the Essential Conversation, which is a requirement to pass this course. Students having valid reasons for being absent from a class (illness, death in the family, etc.) shall provide their coordinator with appropriate evidence to support the reasons given.**

## **Field Study Assessment and Evaluation**

Ongoing formative assessment is supportive in the development of effective teaching. In tandem with the PGP, teacher candidates will be collecting evidence and reflections related to each of the PGP goals. At the end of Term 1, and again at the end of Term 2, teacher candidates will meet with partner teachers (and in-school administrators, if appropriate) to complete the Assessment form. This form is related to the PGP categories - stating the progress made so far and the next steps for the various sectors, a signature and summary page. As an official document, it must be signed by all parties involved, including the principal. While offering formative feedback, this document serves as the evaluation. This evaluation will be brought to your essential conversation at the end of each term and will help guide your discussion with cohort coordinator.

**Please see the CoW website under Field Practicums > EDST 322 > EDST 322 Assessment**

**PLEASE FOLLOW ALL INSTRUCTIONS AS LISTED ON PG 1 – SUBMISSION PROCESS.**

## **FIELD STUDY PLACEMENT PROCEDURES AND SUPPORTS**

### **Field Placement Protocol**

EDST 322.3 involve school-based experiences in Saskatoon Public School Division, Greater Saskatoon Catholic School Division and Prairie Spirit School divisions. These courses are for credit and considered part of the academic program, and, as such, they are aligned with assignments from course work and attendance expectations. Teacher candidates are not authorized to create alternate partnerships with schools outside the cohort placement or outside these school divisions due to the variety of factors involved in our partnership programs. In addition, it is not appropriate for teacher candidates to request specific schools or teachers, nor can schools request a specific teacher candidate for EDST 321 field study placement. Cohorts are assigned partner schools by the Field Experience Team; cohort coordinators place teacher candidates according to interests and available partner teachers.

**\*\*Please note that the intent is to give teacher candidates diverse experiences and therefore placements will most likely vary with EDST 321 and 322.**

### **Criminal Record Check**

**Criminal Record Check (CRC) with the additional requirement of the VULNERABLE SECTOR SEARCH (VS) are MANDATORY for ALL teacher candidates.**

1. Please deliver an original document representing your CRC / VS check to the Field office at EDU3360. This has to be a **paid CRC NOT a volunteer one**. Field Experience will deliver the CRC to the school division office connected to your partnership school.
2. The CRC must be an original document that is **dated within six months of the start date for field experiences and includes a vulnerable sector check**.
3. You will not be allowed to enter a school for field experiences or extended practicum without a valid CRC at the division
4. CRCs can be obtained from the local city police or the RCMP in your area, and can take about two to three weeks to process by these groups. Field Experience Office staff suggest that teacher candidates request three originals so that you can retain some for future use.
5. The costs for the CRCs are to be paid by the applicant.
6. Verbal reporting of any new criminal charges must be done (no later than two working days after being charged) to the Director of Education in the school division where the practicum is taking place.; and this report must be followed immediately by a written report outlining the charges. Relevant circumstances may be included so that the Director or a designate can investigate further.

## If You Have a Criminal Record

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

<https://www.canada.ca/en/parole-board.html>

### Record Suspensions

Under the *Criminal Records Act (CRA)*, the PBC may order, refuse to order, or revoke record suspensions (formerly pardons) for convictions under federal acts or regulations of Canada. Learn about the eligibility criteria for a record suspension and how to apply for one.

## Accommodation Planning For Teacher Candidates with Disabilities

The College of Education's Bachelor of Education (B.Ed.) program is required by Saskatchewan Human Rights legislation and the University of Saskatchewan Students with Disabilities: Academic Accommodation and Access policy to provide reasonable accommodations to students with disabilities so they can develop the competencies required for the profession of teaching.

<http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>

Teacher candidates with disabilities who anticipate they may need reasonable accommodation in order to meet the required standards **are responsible for registering with Access and Equity Services (AES) ) as soon as possible (preferably prior to school start-up)**. <https://students.usask.ca/health/centres/access-equity-services.php>

## Field Experiences Accommodation Plan

Field Experiences office at the College of Education have also developed an accommodation plan for teacher candidates when completing their field-based experiences (321, 322, and 422). This plan is separate from the AES accommodation plan and is to offer additional support when in the field. Once you have registered with AES, then you can meet with the Field Coordinator in our field experience office to create an accommodation plan tailored for your field experience.

## Challenges and Solutions

Processes followed related to field experiences align with challenges occurring during an extended practicum. **Please see CoE website under Extended Practicum > If Difficulties Arise**

## College of Education Professional Accountability Statement

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

Professional performance refers to a demonstration of accountability related to:

- Active engagement
- Commitment
- Collaboration

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

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

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

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

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

## Tools and Resources

Please see the CoE website under Tools and Resources for lesson plan and unit plan templates, FNMI infusion information, suggested websites, readings and other useful tools and resources.

## Field Experience Travel Bursary

Please see CoE website under Policies > Travel Bursary

## Duty to report Child Abuse

As a member of the community, if you believe a child may be neglected or abused, you have a legal responsibility to immediately report your concerns.

- ❖ Time is of the essence in ensuring the safety and well-being of children. Immediately report all incidents of suspected, observed or disclosed abuse.
- ❖ Do not wait until you have all information before reporting the abuse.
- ❖ You have an ongoing duty to report child abuse, even if you believe a report has already been made.
- ❖ If you believe the child or other children must be protected from further abuse, please contact the police.
- ❖ Do not contact the alleged perpetrator.

*Each school division has a protocol for reporting suspected abuse. Please check with the school principal.*

## Required Reading:

Rethinking Classroom Assessment with Purpose in Mind (WNCP).

<https://digitalcollection.gov.mb.ca/awweb/pdfopener?smd=1&did=12503&md=1>

Online Curriculum Documents from the SK Ministry of Education ([www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)) including *Adaptive Dimension*: <http://www.education.gov.sk.ca/Adaptive-Dimension>

*Renewed Curricula: Understanding Outcomes :*

[https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed\\_Curricula.pdf](https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf)



**Suggested Reading:**

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

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

## APPENDIX A: Professional Growth Portfolio (PGP) Competencies

**We strive to prepare educators who demonstrate and practice the following competencies:**

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

## EVALUATION CRITERIA

### Evaluation: Pass/Fail

#### Data for Evaluation drawn from:

- ❖ Attendance – compulsory for ALL orientations, school days, seminars and essential conversation
- ❖ Creation and Implementation of 10 Lesson Plans
- ❖ 17 entries into the PGP (Focus on PGP 3 and 4 – minimum of 1 in Instructional and Curricular; other entries may be by choice)
- ❖ Field Experience Assessment form completed and signed by all parties
- ❖ Essential Conversation – completed at end of term

## SCHEDULE

### Prior To school Placement

- |                                      |   |
|--------------------------------------|---|
| 1. No Class                          | January 6 – 10                              |
| 2. CRC's due                         | January 10                                  |
| 3. Group 1 OTC / Group 2 Orientation | January 14/15                               |
| 4. Group 1 Orientation / Group 2 OTC | January 21/22                               |
| 5. Placements shared with Students   | January 22 <sup>nd</sup> – 27 <sup>th</sup> |
| 6. 322 Coordinator Seminar 1         | January 28/29                               |

### After School Placement

- |                               |                    |
|-------------------------------|--------------------|
| 7. Start in Schools           | February 4/5       |
| 8. Not In Schools             | February 18/19     |
| 9. 322 Coordinator Seminar 2  | February 28        |
| 10. 322 Coordinator Seminar 3 | March 20           |
| 11. Last Days In Schools      | March 31 / April 1 |
| 12. Essential Conversations   | April 2 – April 10 |

**Every Tuesday / Wednesday from Feb 4 – April 1 (except break)**