College of Education

EDUC 321.3 Field Study HANDBOOK

2014-15

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

education.usask.ca/fieldexperiences
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INTRODUCTION

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

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

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

While the language of early Field Study has moved away from terms like “student teaching” to “Field Experience”, the language regarding the internship module has also changed. “Field Experience Professional Internship” is the title of the current course EDUC 421.12 (which, along with EDUC 471.3, completes the necessary 15 credit units for the internship term).

In the fall of 2014, ITEP and NORTEP students currently take EDUC 321.3 and 322.3 if they are in their second or third years of the direct entry program, to be followed by EDUC 421.12 & EDUC 471 in their fourth and final year. Sequential students take EDUC 321.3 and 322.3 in their first year in the College, with EDUC 421.12 & EDUC 471.3 occurring in their second and final year.
MESSAGE FROM THE ASSOCIATE DEAN, UNDERGRAD PROGRAMS, PARTNERSHIPS AND RESEARCH

In my current administrative role in the College of Education, I am delighted to support all aspects of Field Study. In my own previous student experiences, isolated weeks of student teaching in second year and eventual internship seemed so far removed from daily coursework and I missed important connections between theory and practice. In my first teaching position I experienced portions of teacher induction that I thought could have been delivered earlier and I am excited to see supported teacher induction transpire in the program at hand.

Through speaking with current undergraduate students, I note epiphanies as course assignments completed in the context of Field Study create insight. Students’ understanding is not limited to subject matter knowledge or pedagogy but evolves as transformative practice. I am heartened to observe how the Saskatchewan context on Treaty 6 land is ever present in lesson and unit planning and delivery, and see clearly an emphasis on curricular competencies with the intent that First Nations, Métis and Inuit knowledge, content and perspectives be threaded into all undergraduate program content. The nature of learning as holistic and experiential and the resonance of Education as an ethical and political act are elements of our program that connect deeply to all aspects of Field Study and connect us with our partner schools and communities.

I am tremendously grateful for the support of School Divisions towards all aspects of Field Study including Field Experience and Internship opportunities as well as other initiatives that connect teacher candidates to the profession. While students in the College of Education are receiving through Field Study the best possible introduction to the ways that teaching is interdependent, collegial and professional, Field Study is also a way for teacher candidates to begin giving back to a profession that is always receptive toward new ideas and energy. When I hear from school division personnel about the positive involvement of our teacher candidates in communities, schools, and classrooms, I cheer for the terrific leaders I know we are developing together.

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I. SASKATCHEWAN TEACHER CERTIFICATION COMPETENCIES

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

Professional (Personal) Competencies

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

Knowledge Competencies

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

Instructional Competencies

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

Curricular Competencies

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

The Role of the Teacher Candidate

Purpose of Pre-internship Field Study

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

During pre-internship field study teacher candidates

- Deepen professional understandings by actively participating in the life of the school through a wide range of activities; see Appendix C: Suggested Activities for Pre-Internship Field Study (checklist)
- Deepen their ability to engage with students, colleagues, parents and administrators.
- Increase awareness of broader perspectives on education and the community and the school in society.
- Further develop their professional identities and gain insight into the realities of classroom teaching
- Develop understandings related to the partners involved in Education
- Develop skills and strategies related to teaching competencies: professionalism, knowledge, instruction and curriculum

Role of Teacher Candidates

To embrace opportunities to learn from and in field study experiences

- Learn about learners (e.g., through observation, small group facilitation)
- Support teachers in meeting the needs of students in the school
- Be flexible and sensitive in adapting to the school and community contexts
- Plan/co-plan and implement individual lessons and team-teach with partner teacher(s) and/or other teacher candidates

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

- Volunteer to read with individual students
- Volunteer as a small group facilitator
- Volunteer to share personal expertise with teacher and students

To complete assignments connected to on-campus course work
To gather evidence of their progress toward achieving program goals (using the TECC-based Professional Growth Portfolio/PGP)

- Maintain your up-to-date TECC-based PGP (including evidence and reflection)
- Use your PGP as a focus for discussions such as seminar conversations and end of term Essential Questions.

To participate in opportunities for teacher talk/reflective conversations

To experiment and take risks

To attend and participate in all course seminars led by cohort coordinators

To attend and participate in College of Education Professional Development Workshops supported by the Education Students Society and created for teacher candidates (see schedule in 321.3 syllabus)

Complete Pre-Internship Field Study Partner Teacher Assessment form (signature page, rubric and summary) with partner teachers at the end of term 1 and term 2

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

Allow opportunities to learn

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

Allow opportunities for broad based experience

- Multiple grade experiences
- Multiple subject area experiences
- Participation in extra-curricular events and PD opportunities

Allow opportunities for teacher talk

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

Experiment/Risk-take

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

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

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

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

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

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

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

Pre-Internship Field Study Assessment and Evaluation

Ongoing formative assessment is supportive in the development of effective teaching. In tandem with the PGP, teacher candidates will be collecting evidence and reflections related to each of the PGP goals (based on Ministry of Education competencies). At the end of Term 1, and again at the end of Term 2, teacher candidates will meet with partner teachers (and in-school administrators, if appropriate) to complete the Assessment form. This form includes a rubric related to the PGP categories as well as a signature and summary page. As an official document, it must be signed by all parties involved. While offering formative feedback, this document serves as the summative evaluation. This summative evaluation will be brought to your essential conversation at the end of each term and will help guide your discussion with cohort coordinator.

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

Field Placement Protocol

EDUC 321.3 and 322.3 involve school-based experiences in Saskatoon 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 EDUC 321/322 field study placement. Cohorts are assigned partner schools by the Field Experience Team; cohort coordinators place teacher candidates according to interests and available partner teachers.

Criminal Occurrence Security Checks (COSC)

MANDATORY Criminal Occurrence Security Checks (COSC), with the additional requirement of the vulnerable sector check, are mandatory for ALL Teacher Candidates

First year Sequential Teacher Candidates - please deliver an original document representing your criminal occurrence security check to your Cohort Coordinator. Field Experience will deliver the COSC to the school division office connected to your partnership school. Your COSC should be given to your cohort coordinator in a sealed envelope with your name on the envelope.

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

1. The criminal occurrence security check (COSC) must be an original document that is dated within three to six months of the start date for field experiences and includes a vulnerable sector check. For Pre-Internship Field Study, Prairie Spirit require the COSC be dated within six months of the start date (no sooner than March 30th) and Saskatoon Public and Greater Saskatoon Catholic SDs require a 3 month timeline (June 30 or earlier). For internship, the requirements are posted online for each division.
2. You will not be allowed to enter a school for field experiences or internship without a passed COSC delivered to the appropriate location.
3. COSCs can be obtained from the local city police or the RCMP in your area, and take about two weeks to process by these groups. Field Experience Office staff suggest that teacher candidates request three originals so that you can retain some for future use.
4. The costs for the COSC are to be paid by the applicant.
5. Verbal reporting of any new criminal charges must be done (no later than two working days after being charged) to the Director of Education in the school division where field experiences/internships are taking place, and this report must be followed immediately by
a written report outlining the charges. Relevant circumstances may be included so that the Director or a designate can investigate further.

If You Have a Criminal Record

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

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

Accommodation Planning For Teacher Candidates with Disabilities

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


Teacher candidates with disabilities who anticipate they may need reasonable accommodation in order to meet the required standards are responsible for registering with Disability Student Services (DSS) as soon as possible (preferably prior to school start-up). Once registered with DSS, an Accommodation Planning Committee will be formed at the teacher candidate’s request to develop an Accommodation Plan. The committee will consist of members of the College of Education, Disability Services for Students, and the teacher candidate.

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

Requests including on-site accommodation or an extension of time to complete the program are considered on a case-by-case basis according to the applicable policies, regulations, and procedures.
Challenges and Solutions

Processes followed related to field experiences align with challenges occurring during an internship; for further information, see:
http://www.usask.ca/education/fieldexperiences/internship/difficulties-arise.php

Tools and Resources

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

IV. AWARDS AND FUNDING

Bates Award for Excellence in Student Teaching (Internship Experience)

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

Funding Opportunities

Please see: students.usask.ca/money/scholarships.php

The College of Education has no special financial supports for teacher candidates in field experiences or internships. These are Ministry of Education requirements related to teacher certification as well as a requirement of our undergraduate program. For internships, students are placed throughout the province, with special considerations considered at the time of application. Special circumstances for placement do not include financial situations.
Appendix A TECC Competencies Professional Growth Portfolio (PGP)

We strive to prepare educators who

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

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

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

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

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

3.1 the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; and
3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings.

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

4.1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;
4.2 the ability to incorporate First Nations, Metis, and Inuit knowledge, content and perspective into all teaching areas; and
4.3 the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways.
Appendix B: Pre-Internship Field Experience Assessment Form
http://www.usask.ca/education/fieldexperiences/pre-internship/assessment-evaluation.php

College of Education

Teacher Candidate _________________________   Student number _____________

☐ Term One   ☐ Term Two   **please complete online, print, and sign

☐ ITEP Year Two Student Teaching (EDST 213.3)
☐ ITEP Year Three Student Teaching (EDST 303/304, EDST 103)

☐ Sequential Program Pre-Internship Field Experience   (321/322)

☐ SUNTEP Year Two Student Teaching (EDST 213)
☐ SUNTEP Year Three Student Teaching (EDST 303/304, EDST 103)

☐ BMUS/MUs/Ed. Year Four Student Teaching (EDST 420/427)

Is this teacher candidate ready to progress to the next level of field study?

Yes ________________________________is ready to do her/his next field study.

No _________________________________is not ready to do her/his next field study.
After reviewing the assessments from both the partner teacher and the teacher candidate, we agree with the above recommendation.

Name of Teacher Candidate ______________________________________

Signature of Teacher Candidate ____________________________________

Name of Partner teacher____________________________________________

Signature of Partner Teacher ________________________________________

Name of Principal _________________________________________________

Signature of Principal ______________________________________________

Partner School _____________________________________________________

Date _____________________________________________________________
# TECC Competencies Rubric

**adapted from the Saskatchewan Ministry of Education Teacher Certification Competencies, 2011**

## 1. Professional (Personal) Competencies

<table>
<thead>
<tr>
<th>The teacher candidate demonstrates ...</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td>1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td>1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td>1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
# 2. Knowledge Competencies

The teacher candidate demonstrates ...

<table>
<thead>
<tr>
<th></th>
<th>Knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2 proficiency in the Language of Instruction</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview)</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>2.4 ability to use technologies readily, strategically and appropriately</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>2.5 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>2.6 ability to strive for/pursue new knowledge</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
## 3. Instructional Competencies

The teacher candidate demonstrates...

<table>
<thead>
<tr>
<th>3. 1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Not applicable</td>
<td>Not present</td>
<td>Beginning</td>
<td>Developing</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
4. Curricular Competencies

The teacher candidate demonstrates...

<table>
<thead>
<tr>
<th>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</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.2 The ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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</th>
<th>Not applicable</th>
<th>Not present</th>
<th>Beginning</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

Name of Partner Teacher ____________________________________________
Signature of Partner Teacher _________________________________________

19
After completing the TECC Assessment rubric (print and attach), use this form to summarize the teacher candidate’s progress toward the following College of Education Program Goals. Please highlight areas of strength, areas that need strengthening, and suggestions for continuing professional growth in preparation for the next field study.

I. **Professional (Personal) Competencies**

II. **Knowledge Competencies**

III. **Instructional Competencies**

IV. **Curricular Competencies**
Comments on teacher candidate’s capacity to take risks and make mistakes as part of professional growth as well as ability to accept criticism in a co-operative manner:

Partner Teacher’s Signature _____________________________ Date: ___________
Appendix C: Suggested Activities for Pre-Internship Field Study

**This should be used as a checklist for 321.3. Note that not all categories will work with every Field Study experience and many categories may be checked more than once. Once you have completed an item on this checklist, then you may use that for evidence on your PGP.**

- **Prior to starting at the school, email the principal (and partner teacher if known) an introductory letter**

- **Get to know the students**
  - Record observations about individual and group particularities (including patterns related to age, gender, learning abilities, interests/hobbies, apparent learning styles, apparent cultural/ethnic/racial/backgrounds, apparent socio-economic class, etc.)
  - Learn names and strengths/interests of students in the classroom

- **Get to know the community**
  - Walk with a colleague around the community close to the school
  - Write a brief description of what is seen, heard, etc. (photo can be taken)
  - Look at the community as a resource for students of the school - jot down ideas for local field explorations (human resources, as well as physical resources); please identify curriculum connections

- **Get to know the school, its policies and procedure**
  - Check school’s website prior to your first school visit: what time does school start? Where should you park? When are breaks/lunches? Are there allergy alerts to be aware of?
  - The physical and social organization of the school
  - Manner in which students interact with each other and the staff, including whether there are contextualized understandings about the use of honorifics/other terms of respect; if this is an associate school, by what title are teachers/students addressed?
  - Patterns in how school life is organized and how can this affect a classroom: policies; schedules, timetables, extra-curricular activities, guidelines, handbooks

- **Introduce yourself to staff and offer assistance**

- **Observe learning activities in several classrooms and subject areas**
  - Describe some particularities about the student in the classrooms, as well as the physical environment and materials in the classroom
• Describe opportunities for students to learn formally and informally in the classroom, in the school and in the community
• Identify various strategies, activities and experiences that have been constructed to meet many different learning styles: sensory: visual, auditory, kinesthetic, and tactile; individual preferences: sound level, light level, temperature, seating; arrangement, mobility, group size, type of learning activity, eating and/or drinking while concentrating, chronobiology (time preferences)
• Describe different tools/technology which is particular to a student need or a subject area

☐ Discuss assessment and evaluation practices with a teacher
• Identify an outcome that has been either written or stated at the beginning of the lesson
• Identify the method of assessment that will be used to measure whether the outcome has been met
• Determine the purpose of the assessment (for learning, of learning, or as learning)
• Use the document entitled “Processes and Practices” under Conversation Starters in the Peer Coaching Materials (Conversation Starters) section of Tools and Resources of the Field Experiences area of the College of Education website to open or to guide your discussion

☐ Work with individual students or groups (with advice/approval from a teacher)
• Work with an individual student who needs extra support (e.g. read to a primary-aged student, listen to a student read, or help with assigned tasks at the secondary level)
• Carry out more intensive individual tutorial work under the supervision of a cooperating teacher or faculty team (e.g., a teacher/faculty member may request development of a learning profile for individual students in particular subject areas)
• Work with small groups of students in centres or workshop settings (e.g., help a group of students with literacy tasks while their teacher is carrying out a guided reading lesson, or help with science or social studies centres or labs)
• Help prepare materials for the classroom and/or find resources that represent Aboriginal and multicultural perspectives

☐ Assist a learner for whom English is an additional language in developing cultural background knowledge (e.g., by engaging in conversations during short walks around the school or community and helping with assignments)
• Find visual materials to reflect content being taught
• Speak slowly but clearly
• Identify ways in which gestures, eye contact, and other nonverbal cues varies among cultures, perhaps even explaining why something may not be appropriate to the school setting
• Ask the resource room teacher or EAL teacher for suggestions in assisting students who have English as an Additional Language

☐ Carry out interest inventories with students to provide useful information to the teacher as s/he chooses reading materials

• If the school division uses particular surveys, such “Tell Them From Me,” ask principal about possibilities for sharing with you the data about literacy, personal libraries, the frequency and types of reading material in the home, etc.

☐ Help plan ways of infusing Aboriginal and multicultural content and perspectives into lesson and unit plans

• Consult the appropriate level of Treaty Kit
• Click on “Support Materials” and “Resources” in the online curricula to determine which suggested resources will be applicable for the unit of study
• Check for suitable material through a variety of sources: the school’s teacher librarian; the STF resource center, the Office of the Treaty Commission and the Education Library

☐ Plan and implement a small group activity, using a lesson plan format

• Write a reflection about this and/or ask a peer coach to respond to your plan and implementation of it with a pre and post observation meeting
• Small group lessons may be part of an assignment such as a 'mini-unit' or centre activity

☐ Team-teach lessons with a peer colleague or cooperating teacher for a whole class

• Conduct a pre and post conference
• Elicit feedback (oral or written) as evidence for progress toward PGP goals/outcomes from a peer coach, faculty member or cooperating teacher

☐ Teach a series of connected lessons to a large group (whole class) by the end of the second term

• Elicit written feedback as evidence for progress toward PGP goals/outcomes from a peer coach, faculty member or cooperating teacher

☐ Share particular strengths or skill set with partner school staff (e.g., experience with particular computer program or information technology could be shared to complement a teacher-designed lesson or unit)
- Arrange an opportunity to observe learning in an unfamiliar teaching area (e.g., if physics is Teaching Area One compare the language and ways of knowing across physics and chemistry, history or biology; explore how to infuse Aboriginal and multicultural perspectives and ways of knowing across subject areas)

- Take advantage of professional development opportunities offered through the school or school division

- Share professional reading materials from on-campus studies (e.g., establish or participate in a reading circle or discussion group with teachers and teacher candidates in your school)

- Describe the ways in which important Canadian or Saskatchewan milestones are incorporated into daily school life
  - (e.g., a map of Canada that is used to track reading results)
  - Detail the progress of Heritage Fair studies
  - Ask students/staff about the name of the school (e.g., was the school named for a famous Canadian or Saskatchewanian? What were his/her accomplishments?)

- Identify outcomes/indicators unstated by the teacher but observed in lessons

- Incorporate knowledge of Canadian and Saskatchewan History in one of your lessons, mini-lessons, or an activity that you lead in class

- Identify various instructional strategies observed

- Incorporate and model a reading strategy whether as a whole class, small group, or with an individual

- Adhere to the STF code of Ethics and discuss in your PGP a scenario you observe or witnessed that abided by this code of Ethics

- Inquire and attend Professional Learning Community (PLC) if there are opportunities to do so

- Get involved in other aspects of the school; volunteer at recess, after school or at lunch period in different capacities

- Incorporate technology in your lesson

- Meet with the principal and request to shadow him/her for part of the day and assist in some capacity, if possible

- Identify equity in the classroom from your observations and also your instruction

- Complete related components of the PGP with evidence and reflections
APPENDIX D  Current Syllabi for EDUC 321.3

University of Saskatchewan
College of Education
EDUC 321.3 Field Experience Learning in Context

Instructor: TBA  email:
Office (if appropriate)  Phone: (if appropriate)  Office Hours (if appropriate)
Class Time and Location: Tuesdays/Wednesdays Term 1

Course Description: This component of field study focuses on community and place-based learning in alternate sites of educational practice that offer an integrated and orienting place-based experience. In addition, teacher candidates will engage in weekly school-based experiences where they will engage with learners to more deeply understand and apply learning in contexts including instruction strategies, planning and adapting, assessment and evaluation, and the effective use of technology.

Learning Outcomes:
Upon completion of the course, students will be able to:

- develop TECC competencies though field experience and seminars
- demonstrate professional understandings through description of active participation in a wide range of activities within the life of the school
- illustrate ability to engage with students, colleagues, parents and administrators
- identify deepening perspectives on education and the community as well as the role of the school in society
- conceptualize professional identity with particular insights into the realities of classroom teaching and the needs of the profession aligned with personal skill set

Attendance Expectations: Teacher Candidates will be attending four seminars on campus in Term 1 where they will learn a variety of skills, supported by the cohort co-ordinator, in order to further understandings of planning, adapting and assessing. While off campus in their “professional homes” in partner schools, Teacher Candidates will be punctual in attendance and complete field-based course assignments as well as participate in the life of the partner school under the guidance of the partner teacher. In addition, Teacher Candidates will collaborate with the partner teacher to draw upon previous knowledge, skills & resources to apply previous coursework to creating and presenting lessons to individuals and small groups as well as the whole class (with two classroom lessons anticipated this term). Any absences must be communicated to the partner teacher as well as the cohort co-ordinator prior to 8:30 on the day of the absence, with appropriate explanations provided.

The University calendar stipulates, “Regular and punctual attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) Students who neglect their academic work may be excluded from the final examinations.” When applied to this course, this statement shall mean that a student is allowed to be absent from at most 3 hours of
class on campus/7 hours of class in schools. When a student has been absent without providing
the cohort co-ordinator with an acceptable explanation, the student will receive a written
reminder regarding the attendance regulation. Any further absences, the teacher candidate will
begin the "If Difficulties Arise" process as outline in Section 111.

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

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Required Reading:

- Western and Northern Canadian Protocol: Rethinking Classroom Assessment with
  purpose in mind- [http://www.wncp.ca/media/40539/rethink.pdf](http://www.wncp.ca/media/40539/rethink.pdf)
- online Curriculum Documents from the SK Ministry of Education

Suggested Reading:

Supervision and Curriculum Development (ASCD).

Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*.
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<th>DATE</th>
<th>Setting</th>
<th>Theme</th>
<th>Responsibilities</th>
<th>PD Schedule- see complete details online.</th>
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<tr>
<td>Week 3</td>
<td>Campus Seminar #1 TBA</td>
<td>Course Description and Introductions</td>
<td>Hand in Criminal Occurrence Security Check (COSC) with vulnerable sector check to Cohort Co-ordinator</td>
<td>September 19, 10am – 12pm - Professionalism: What to know before Entering the Classroom - Tish Karpa</td>
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<td>Tues Sept 16</td>
<td>TBA</td>
<td>Copies of Field Study Handbooks provided to all TCs</td>
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<td>Wed Sept 17</td>
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<td>Week 4</td>
<td>Campus Seminar #2 TBA</td>
<td>School Placements</td>
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<td>Tues Sept 23</td>
<td>TBA</td>
<td>Professional Ethics</td>
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<td>Wed Sept 24</td>
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<td>Reflection and PGP</td>
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<td>Week 5</td>
<td>All Day in Schools</td>
<td>Complete EDUC field-related</td>
<td>Review PGP goals for Term 1; plan to enter</td>
<td>September 29 4:30-5:30pm - Teaching Curriculum Using</td>
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<td>Tues Sept 30</td>
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<td>Wed Oct 1</td>
<td>All Day in Schools</td>
<td>coursework, as appropriate</td>
<td>Weekly reflections on specific teacher competencies</td>
<td>Traditional Games- Lamarr Oksasikewiyin</td>
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<td></td>
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<td>Select aspects of the checklist “Appendix</td>
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<td>October 3 10am-12pm? - E-Learning and Online Classrooms – Dirk Morrison</td>
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<td>C: Suggested Activities for Pre-Internship Field Study” appended to this handbook to focus on for school visits and/or respond to cohort coordinator’s selection of targets, as appropriate</td>
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<td>Week 6</td>
<td>Tues Oct 7</td>
<td>All Day In Schools</td>
<td>Backward By Design Lesson Planning *Outcomes and Indicators *SMART goals</td>
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<td>All Day In Schools</td>
<td>Introduction to Treaty Education</td>
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<td>Week 7</td>
<td>Tues Oct 14</td>
<td>All Day In Schools</td>
<td>Backward By Design Lesson Planning *Outcomes and Indicators *SMART goals</td>
<td>Bring topic on which you wish to focus your first lesson (having previously discussed it with your partner teacher)</td>
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<td>Wed Oct 15</td>
<td>All Day In Schools</td>
<td>Introduction to Treaty Education</td>
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<td>Fri Oct 17</td>
<td>Campus Seminar #3</td>
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<td>Week</td>
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<td>Week 8</td>
<td>Oct 21</td>
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<td>All Day In Schools</td>
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<td>Teach your first lesson sometime over the next 2 weeks, plan a pre and post conference with your partner teacher (with written feedback), and complete a written reflection to bring to class in Week 12</td>
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<td>October 20 4:30-6:30pm - Let's Go There Then! –Lamarr Oksaskewiyin</td>
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<td>Week 9</td>
<td>Oct 28</td>
<td>Oct 29</td>
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<td>All Day In Schools</td>
<td>All Day In Schools</td>
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<td>Plan your second lesson with your partner teacher.</td>
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<td>October 24 10-am-12pm - Bringing Aboriginal Perspectives into the Classroom: STC Teaching Bundle Resource – Albert Scott, Marvin Jimmy</td>
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<td>Week 10</td>
<td>Nov 4</td>
<td>Nov 5</td>
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<td>All Day In Schools</td>
<td>All Day In Schools</td>
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<td>Teach your second lesson sometime this week, plan a pre and post conference with your partner teacher (with written feedback), and complete a written reflection to bring to class in Week 12</td>
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<td>October 27-4:30-6:30pm - Classroom Strategies for the Learning Disabled Student – Eldeen Kabatoff</td>
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<td>Nov 11</td>
<td>Nov 12</td>
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<td>University Break: TCs not in schools</td>
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<td>Week 12</td>
<td>Tues Nov 18</td>
<td>All Day In Schools</td>
<td>All Day In Schools</td>
<td>Complete the checklist of Suggested Learning Targets plus your PGP requirements</td>
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<td>Wed Nov 19</td>
<td>All Day In Schools</td>
<td>Campus Seminar #4</td>
<td>Assessment Focus</td>
<td>Bring reflections on the two lesson you previously taught as well as both lesson plans to class</td>
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<td>Fri Nov 21</td>
<td>All Day In Schools</td>
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<td>Lesson Reflection Discussion</td>
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<td>Week 13</td>
<td>Tues Nov 25</td>
<td>All Day In Schools</td>
<td>All Day In Schools</td>
<td>ESSENTIAL CONVERSATIONS may occur in schools this week</td>
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<td>Wed Nov 26</td>
<td>All Day In Schools</td>
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<td>Bring checklist and PGP</td>
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<td>Week 14</td>
<td>ESSENTIAL CONVERSATION DATE TBA</td>
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**Evaluation: Pass/Fail**
**Data for Evaluation drawn from:**
- Attendance and Class Participation
- Creation and Implementation of 2 Lesson Plans
- Completion of some components of the PGP
- Field Experience Assessment form (rubric, summary and signature page)
- Essential Conversation

**Academic Honesty**

Students are expected to know and adhere to the following guidelines:
Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct (see http://www.usask.ca/university_secretary/honesty/)

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

Standard of student conduct in academic matters: http://www.usask.ca/university_secretary/honesty/academic_misconduct.php

Accommodations for Disabilities and Health Issues

If you have a disability or health consideration that may require course format accommodation, please feel free to approach the course instructor to discuss your needs and the process for requesting accommodations. Students with permanent or temporary disabilities should register with Disability Services for Students (http://www.students.usask.ca/disability/dss) in order to receive accommodations through that office.
Appendix B EDUC 321.3 Field Experience Sample Lesson Plan Expected Contents

Grade Level:
Subject:
Time Frame (Duration):
Overview/Purpose of the Lesson:

Outcomes/Indicators (from Curriculum Document):

Specific SMART Goal: “The student(s) will...” (***one short measurable goal statement here tied to outcome/indicator)

Assessment (Must assess SMART Goal):

Student Materials and Teacher Resources:

Learning Activities:
  Introduction/Background Building:

  Teacher Directed Activities (Modeling):

  Student Directed Activities (Practice):

  Conclusion/Culminating Set (Reinforce the lesson):

Adaptations and/or Modifications for students with special needs:

**SMART = specific, measurable, attainable, relevant and time-related (Ministry of Education)
## TC Self-Evaluation of Lesson Plans (Assessment As Learning Focus)

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<th>2.5 satisfactory</th>
<th>3 good</th>
<th>3.5 excellent</th>
<th>4 exceptional</th>
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<td>Support Learning of lesson outcomes</td>
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<td>Lesson Cohesiveness (relationship between outcomes/indicators, SMART objective, activities, and assessment)</td>
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<td>Content of Lessons: Engaging Ministry of Education Curriculum</td>
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<td>Content of Lessons: Engaging to Students</td>
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<tr>
<td>Adaptations/ Modifications for Students with Special Needs</td>
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</table>
Appendix C  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 study experiences (weekly field experiences as well as internship)
- 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 experiences/internship)
- Understanding that absenteeism can underpin a recommendation to withdraw from courses and field study experiences/internship

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. (along left hand side, click on “Services”, then “Collective Bargaining”, then “Provincial Collective Agreement”; select “Article 7”)