



UNIVERSITY OF SASKATCHEWAN

College of Education

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**EXTENDED  
PRACTICUM  
(EXPR 422)  
GUIDEBOOK**

**Term 2 Winter 2022**

# EXTENDED PRACTICUM GUIDEBOOK

Term 2 Winter 2022 Jan

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## Welcome to Winter Extended Practicum 2022 January

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

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

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

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

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

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

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

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

We are thankful for all the teachers, schools, and school divisions in their continued support and partnership with our Teacher Candidates.

## College of Education Field Website Link

**When any mention is made to the College of Education – Field Website (CoE – Field Website), please go to the following link and view section(s) referred to:**

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

# EXPR 422 Requirements Summary

## General Requirements

- **16 week practicum:** See schedule of dates in Appendix at end
- Teacher Candidates start in the schools the day the teachers start and follow their calendar throughout the Extended Practicum.
- **Professional Growth Portfolio.** Teacher Candidates are required to use the PGP during their Extended Practicum. They will submit a completed version to the College at the end of Extended Practicum (see PGP section for more details).
- **Prep Time: Before full time teaching,** Teacher Candidates should be provided **with at least 45 minutes** and up to 60 minutes of prep time per day. This would ideally include one period a day and lunch period is not considered a prep.
- **Prep Time: During Full time teaching,** the teacher candidate has the same prep time as the collaborating teacher as she/he takes over teaching duties. If the teacher has an hour prep a day or 45 minutes every 2 days, then the teacher candidate should be provided with similar prep time. What happens if the teacher candidate is working with two schedules/two teachers? During full time teaching, the teacher candidate should follow the general prep schedule of the school. (If working with two teachers then full time teaching should not eliminate all preps. Arrangements should be made to ensure that the teacher candidate has the prep time on par with the LINC agreement re: prep time)

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

## Teaching Requirements

- Full time teaching is at least 5 weeks and if necessary can be longer.
- T.C's are responsible for assessing students' progress of every lesson and subject they teach. They are expected to complete the term's progress reports and be in attendance for 3 way/parent-teacher conferences and any other teacher required events (ex. Meet the Teacher night).
- Elementary program T.C's must teach a variety of subjects to meet certification and secondary program T.C's must teach their major and minor. For secondary, there is not a required number of hours but if the collaborating teacher teaches only one of the subject areas, then arrangements should be made for the T.C to teach in the other subject (typically this is a unit of study).
- Lesson plans are a requirement and continue throughout the Extended Practicum and are included in the unit plans. The lesson plan format required is dependent upon the progress of the T.C at that time. A day planner does not substitute as a lesson plan during any time of Extended Practicum.

- T.C's take over all the teaching duties of the collaborating teacher when teaching full time. If the collaborating teacher has a class that is not suitable for the T.C or is not a course (ex. career counselling period), then a suitable class must be substituted. Ex. if one period a day the collaborating teacher has an admin period, then the T.C would work with another teacher during that period. It would be considered part of the teaching duties and one of the classes during full time.

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

### Professionalism Requirements

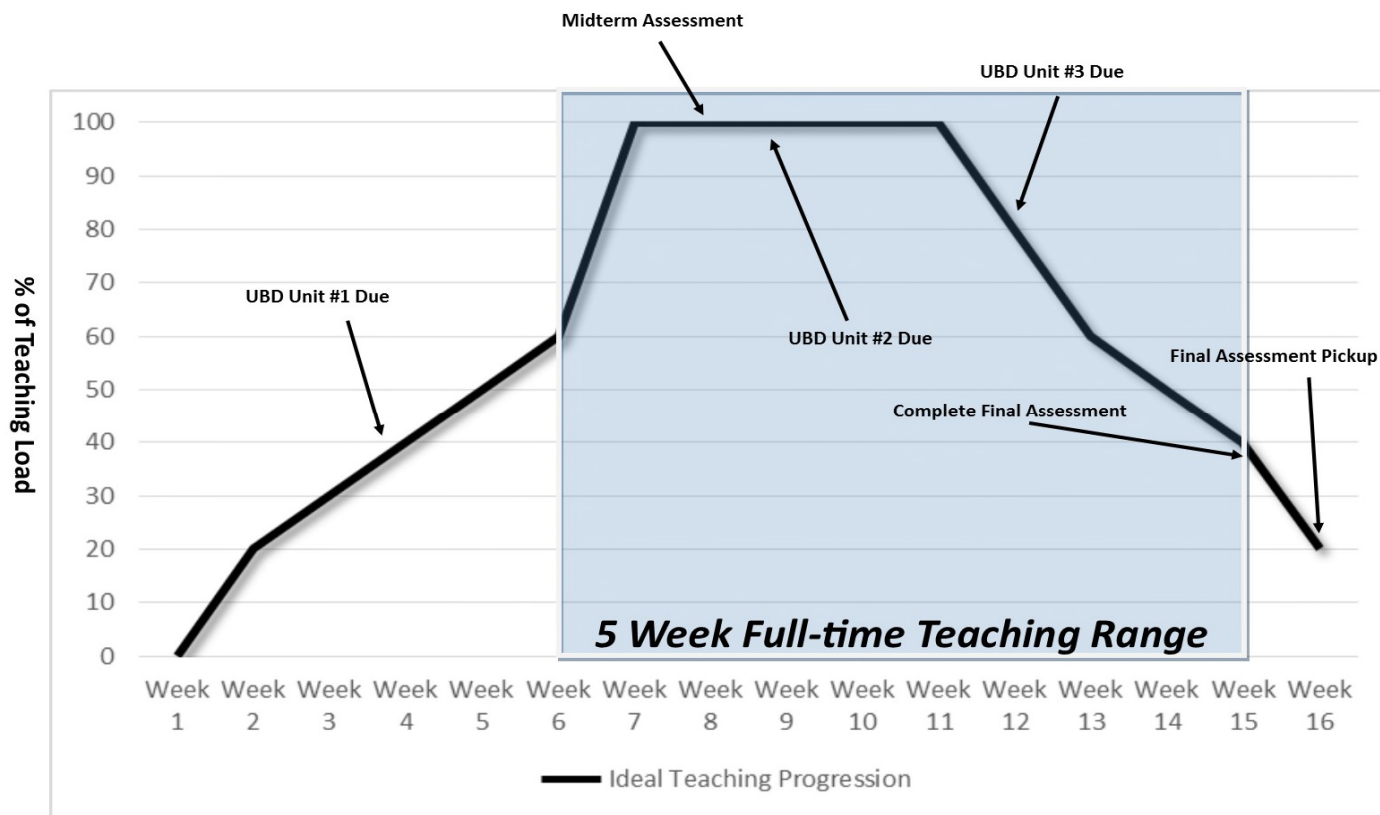
- ***Supervision of Teacher Candidates and gradual release***  
T.C's should not be left alone with students. Sometimes, there is a gradual release of supervision with the T.C as part of the progress and development plan for the T.C. The teacher is responsible for the students in the classroom so if there is a time when supervision by proxy is appropriate, then there must be a plan agreed upon among the T.C, collaborating teacher, and school administration that is communicated to the facilitator. If part of the gradual release of supervision is to give the T.C an opportunity to be in the classroom without the teacher in the room, there **must** be a plan and purpose for this, and should not occur for long periods of time.
- ***Extracurricular Opportunities***  
Extended Practicum is centered on developing the teacher competencies. Although participating in extra-curricular activities can be a component of the PGP, it is important for T.Cs to ensure a balance is maintained. The majority of time should be devoted to the courses T.Cs are teaching.
- T.Cs must always be supervised when working with students and should not be placed in a position where they are the primary leader of extra-curricular activities. They also should never drive students to extra-curricular activities. **Please see CoE – Field Website: Section under Professionalism.**

## Classroom Teaching Requirements

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

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

The graphic below outlines the approximate progression of the T.C's teaching responsibilities.



**Please note:**

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

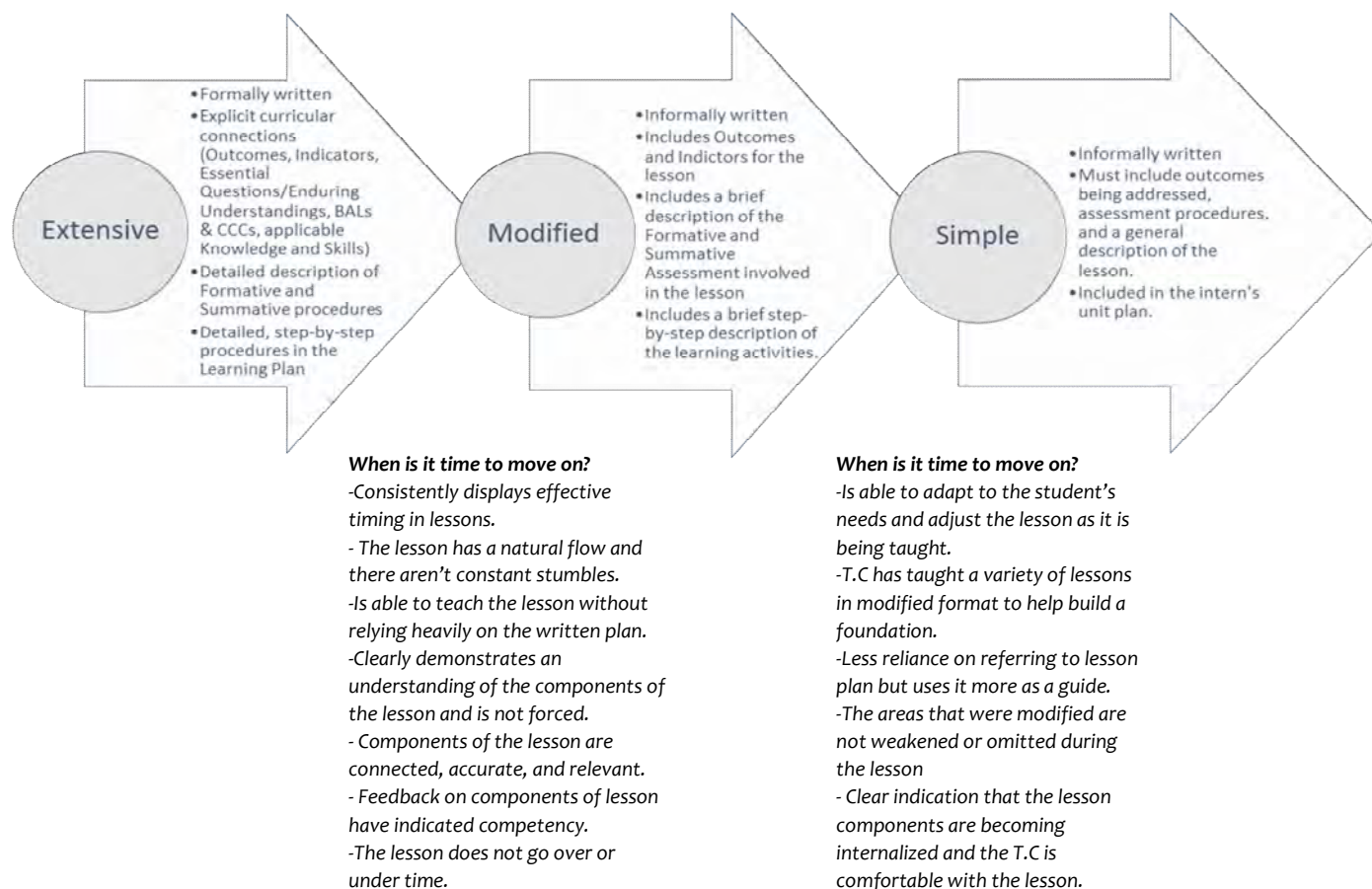
**TIP** – At the beginning of the Extended Practicum process, map out a tentative calendar using this progression as a guide. This will help clarify expectations surrounding the T.C's teaching responsibilities. Please see Important Dates for deadlines in the Appendix.

## Planning – Lessons and Units

### Lesson Planning

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

All T.Cs will begin by submitting **Extensive** formal lesson plans to their collaborating teacher(s) for feedback **prior** to teaching the lesson. As the T.Cs display their proficiency in the *Extensive* lesson plan, they will move to a **Modified** lesson plan that includes the same features of the *Extensive* lesson plan, only in a less detailed and less formal manner. Finally, the T.Cs will move to a **Simple** lesson plan that is informally written, but still must include the lesson's curricular connections and a general description of the lesson. Please see the Appendix for these Lesson Plan Exemplars.



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

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

Can a T.C go to modified lessons but then have to go back to extensive? Yes, often times the T.C has displayed the skills to move to a modified lesson but when that transition happens, it may become more evident that it was offered too soon. The same can happen in the transition from modified to a simple lesson plan as well.

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

**\*NOTE: The timeline for this progression will be based on the T.C's developmental needs and will be left to the discretion of the collaborating teacher and T.C (as well as the college facilitator, if necessary).**

#### **1.1.1 Lesson Plan - Template and Exemplar**



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

You will find lesson planning, unit planning, and teacher resources – pre-conference starters, lesson observation template, post-conference prompts, reflection conversation starters, and incorporating FNMI content.

For each lesson, the teacher candidate should include 2-3 **Teacher Education, Certification and Classification (TECC)** competencies that they will be targeting for that lesson. See CoE – Field Website: Section under Professional Growth Portfolio. You will find the purposes of the Professional Growth Portfolio (PGP), how to use it, TECC Goals and the PGP Excel Spreadsheet.

| PGP Target        |  | Evidence of Target Met | Comments | Post-Conference Notes, Reflections |
|-------------------|--|------------------------|----------|------------------------------------|
|                   |  |                        |          |                                    |
|                   |  |                        |          |                                    |
|                   |  |                        |          |                                    |
| General Feedback: |  |                        |          |                                    |

Please see the Appendix for the Lesson Observation template

## Unit Planning

Throughout the practicum, Teacher Candidates will most likely prepare approx. 7-10 original or substantially adapted formal unit plans of at least 10 lessons each. Units should be made for every class they are teaching continuously. The lesson plans in the units can be an outline and then further expanded while they are teaching the unit.

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

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

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

Unit 1 and 2- **Feedback on these required units is to be provided by collaborating teachers/college facilitators**

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

- T.C creates the unit with guidance and feedback from the collaborating teacher.
- The T.C adapts one of the collaborating teacher's existing unit plans.
- The T.C and collaborating teacher work collaboratively to create the unit.
- The T.C works collaboratively with other teacher candidates to create the unit, with the collaborating teacher providing guidance and feedback.

**before implementation and must be provided to the collaborating teacher/facilitator at least one week in advance of the planned implementation date.**

- The first unit should be co-generated with the collaborating teacher and the second and third units should be generated individually, after consultation with the collaborating teacher as to the unit focus.
- At least one of these units must **infuse** First Nations, Métis, Inuit content and perspectives. **Please see section on Tools and Resources – Incorporating FNMI on the CoE – Field Website.** Unit 3 is submitted to the college facilitator for our records only and feedback will not be provided.

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

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

### **1.1.2 Understanding by Design – Template and Exemplar**

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

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

## Professional Growth Portfolio (PGP)

Throughout the T.Cs program in the College of Education, University of Saskatchewan, they are working towards achieving professional competencies as indicated in the **program goals**. The teacher candidate is responsible for using the Professional Growth Portfolio as a tool for gathering evidence of their progress toward achieving **TECC program goals and outcomes**.

| 1. Professionalism  | 2. Knowledge   | 3. Instructional  | 4. Curricular   |
|---|--|---|---|
| <p><b>1.1</b> ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities</p> <p><b>1.2</b> ethical behavior and the ability to work in a collaborative manner for the good of all learners</p> <p><b>1.3</b> a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners</p> <p><b>1.4</b> a commitment to service and the capacity to be a reflective, lifelong learner and inquirer</p> | <p><b>2.1</b> knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for indigenous and non-Indigenous peoples;</p> <p><b>2.2</b> knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview) and their impacts on contemporary experiences and relationships</p> <p><b>2.3</b> knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/ interdisciplinary knowledge)</p> <p><b>2.4</b> understanding of the organizational and legal contexts of schooling</p> <p><b>2.5</b> proficiency in the Language of Instruction</p> <p><b>2.6</b> ability to use technologies readily, strategically and appropriately</p> <p><b>2.7</b> ability to strive for/pursue new knowledge</p> | <p><b>3.1</b> ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;</p> <p><b>3.2</b> ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation</p> <p><b>3.3</b> the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings</p> | <p><b>4.1</b> knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education</p> <p><b>4.2</b> ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas</p> <p><b>4.3</b> 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 meaning ways.</p> |

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

- Focus thinking on the connections between theory and professional practice
- Focus on students' learning as well as on theorizing about the teacher candidate's own teaching practice
- Identify strategies for working towards professional goals and teaching competence

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

## PGP DURING EXPR 422

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

With this in mind, the Teacher Candidates will be required to update their PGP regularly as they will need to build on what is done. The PGP also is used for their practicum assessment. **The evidence used in the PGP will help create the midterm and final assessment. In addition, the Teacher Candidates are required to complete the PGP by the end of Extended Practicum.**

Throughout their practicum, Teacher Candidates will be working towards building competency in the **TECC goals** set by the Ministry of Education.

## PGP Focus and Entry Requirements

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

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

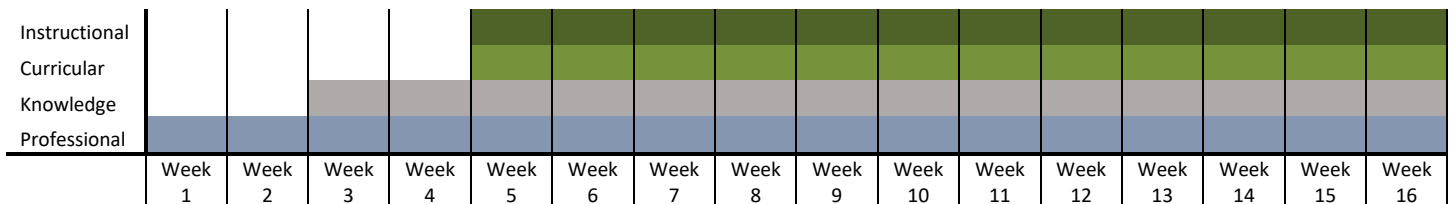
**The professional growth portfolio will then be used as the basis for the Mid-Term and Final Assessments as well as the September progress report.**

| TC Targets | Evidence of Targets Met | Evidence of Teacher Candidate's Reflection & Growth | Assessment of Teacher Candidate Performance |
|------------|-------------------------|---|---|
|------------|-------------------------|---|---|



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

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



The teacher candidates will submit the PGP to the college facilitator at determined intervals throughout the extended practicum:

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

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

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

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

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

**However, each teacher candidate is required to have at least 2 new entries per PGP competence area completed during his/her Extended Practicum.**

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

## **PGP format options**

For the PGP, please see the **CoE – Field Website** – under **Section Professional Growth Portfolio-PGP Excel Spreadsheet**.

This allows Teacher Candidates to easily sort entries, track which ones still needing improvement and gives a better visual of the Teacher Candidates' entries and growth.

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

| <b>Date</b> | <b>PGP Target</b>   | <b>Context</b> | <b>Evidence (250 Character Max.)</b>  | <b>Summary of Teacher Feedback (1000 Character Max.)</b>   | <b>Analysis/Next Steps/Plan for Growth (1000 Character Max.)</b>   |
|-------------|---|----------------|---|--|--|
| 21Sep2016   | 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. | Formal Lesson  | I have worked hard to adapt to teaching a class with higher and diverse learning needs than our group last year. I have adapted lessons to include more explicit instruction and side-by-side learning. | My co-op instructor has been happy with my ability to manage a classroom which is quite different than the class we had last year. I have also taken her advice in providing more exemplars and step-by-step instruction. However, she has emphasized that I need to better devise a plan for struggling students (directing the class' EA to scribe when note taking, provide students who struggle with line markers computers to type notes, providing visual learners with photo prompts, and more consistent side-by-side instruction). | In collaboration with my co-op teacher, I hope to devise a plan for how I will better support struggling students in each lesson. While planning, I will include specific notes outlining specific supports for specific students. I also hope to work on adaptations for students who need an additional challenge. |

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

**See the Appendix for Suggested PGP Focus Areas.**

# Assessment of the Teacher Candidate

## Assessment of the Teacher Candidate

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

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

Evidence of their teacher competences include:

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

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

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

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

## Assessment Reports

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

### 1.1.3 Using the PGP for Assessment

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

**At the midpoint of the practicum**, Teacher Candidates and collaborating teachers with the support of facilitators will write a formative 'mid-term' report evaluating the Teacher Candidate's progress towards program goals and outcomes using evidence, analysis and reflections collected in the PGP. **At the end of the practicum**, a final evaluation is completed. The final evaluation report indicates that the teacher candidate has successfully completed the requirements of the intensive field experience. The final report is also completed by collaborating teachers and Teacher Candidates, in consultation with Extended Practicum facilitators. **Please refer to the section: Process for collection of signatures and forwarding to facilitators on the next page.**

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

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

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

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



competencies. Therefore, it is acceptable for the assessment levels to change from HP at midterm to P on the final assessment if growth has not occurred.

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

Please see **Appendix - Distinguishing the levels of the Assessment rubrics** for an example of the different levels of demonstrating proficiency in the competencies.

## Process for collection of signatures and forwarding to facilitators

The College of Education is moving towards getting all documents in an electronic format. Therefore we ask you to adhere to the following procedures:

➤ The collaborating teacher is to **fill in the final evaluation online - template for final assessments can be found under the section Extended Practicum – Assessment and Evaluation on the CoE – Field Website**. The teacher candidate will then fill in their part under the section teacher candidate’s self-assessment. **The collaborating teacher will print one copy of the report – SINGLE SIDED (for easier scanning). The teacher candidate will be responsible for getting all signatures (CT, TC, Principal). The collaborating teacher will then forward the signed assessment to the facilitator for final approval. When the facilitator is satisfied with the assessment, they will electronically sign and return the final signed copy back to the CT and TC for their records.**

➤ **Please note: The file naming convention used should conform to the following standard; it is VITAL to include the student number for filing purposes.**  
**Lastname\_Firstname\_StudentNumber\_Extended\_Practicum\_(422 or 425)\_YYYYMMM**

➤ **The facilitator should then send these final signed assessments to the College. These verified scanned evaluations should be zipped and sent via email to the field office admin staff at [education.fieldoffice@usask.ca](mailto:education.fieldoffice@usask.ca) along with a checklist of students under each facilitator. Checklist should include TCs grade (P,F,IP), whether assessment was emailed, and if not emailed, the status of the assessment.**

Again, the Official Final Evaluation **MUST** be signed by the collaborating teacher(s), the teacher candidate, the school principal and the facilitator.

This final evaluation report is an official document on which the teacher candidate relies as documentation of their teaching experience. **N.B.: It is the responsibility of the teacher candidate to make sure they have a copy of this assessment fully signed by all parties for their files when they are applying for positions with school boards.**

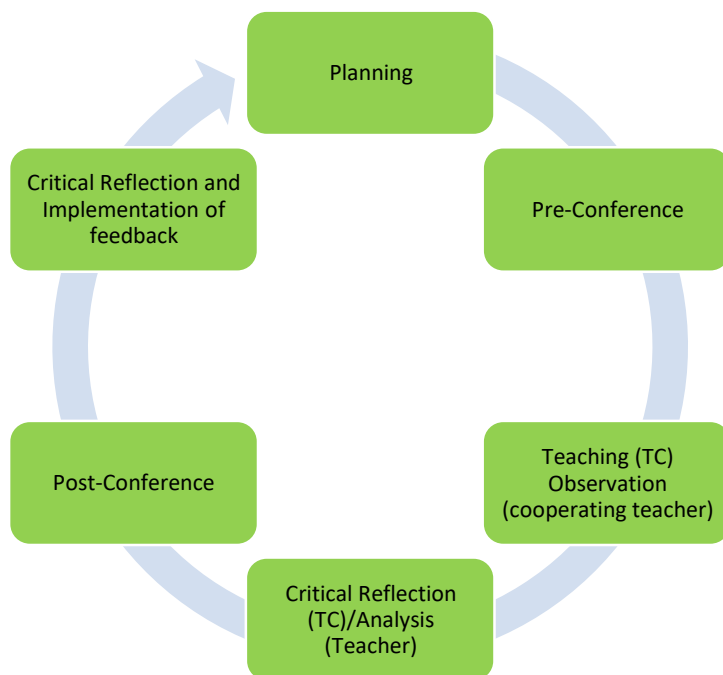
Release time (a half day for writing the mid-term report and another half-day for writing the final report) is provided for Collaborating Teachers and Teacher Candidates. Collaborating teachers are responsible for selecting the half day and for ensuring completion of the final report in a timely

fashion for collection by the Extended Practicum facilitator during the final days of the Extended Practicum. **These sub costs are covered in the Ministry grant to the school divisions.**

# OBSERVATIONS AND FEEDBACK

## Professional Conversations and the Observation Cycle

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



Please see section Tools and Resources – Teacher Resources on the CoE – Field Website to aid in this process for the following documentation:

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

### Providing feedback and scaffolding successful planning and teaching

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

## Effective Feedback (source: Tomlinson & McTighe, 2006)

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

|   |   |  |
|---|---|--|
| <p><b>Timely:</b></p> <p>the greater the delay between the performance and the feedback, the less likely the feedback will help the student improve</p> | <p><b>Specific:</b></p> <p>grade scores are not considered feedback because they are not sufficiently specific to help a learner improve</p> <p>- positive comments such as "Well done", are not specific enough to help a student advance learning</p> | <p><b>Understandable:</b></p> <p>the student must clearly understand what they have done well and what they can do differently next time to improve (rubrics that have been jointly developed with students, as well as models and exemplars can help students to better understand precisely how to improve work); and allowing for adjustment: the student needs opportunities to use the feedback in a similar context to make improvements</p> |
|---|---|--|

## Professionalism

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

Because they are not yet certified by the province and for the protection of everyone involved, **TEACHER CANDIDATES MUST NEVER BE IN THE CARE OF STUDENTS WITHOUT DIRECT SUPERVISION**. This includes within the classroom, coaching and other extra-curricular activities. **University of Saskatchewan College of Education Field Experiences Learning Policy 6.5.11 states:**

The teacher candidate is **not** to be used as:

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

## Attendance and Absenteeism

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

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

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

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

## **Orientation and In-Services**

- The extended practicum process begins with a **mandatory** Orientation session (held in December),
- In addition, there will be two day-long in-services (the dates for these will be set by the college facilitators and will vary). Attendance for these events is a requirement.
- In-service #1 is held in (3<sup>rd</sup> week typically) for **Collaborating Teachers and Teacher Candidates** and is hosted by the facilitator. Substitute costs are covered in the Ministry grants to the School Divisions. Please see your division HR for booking the substitute and the substitute code, as this varies by division.

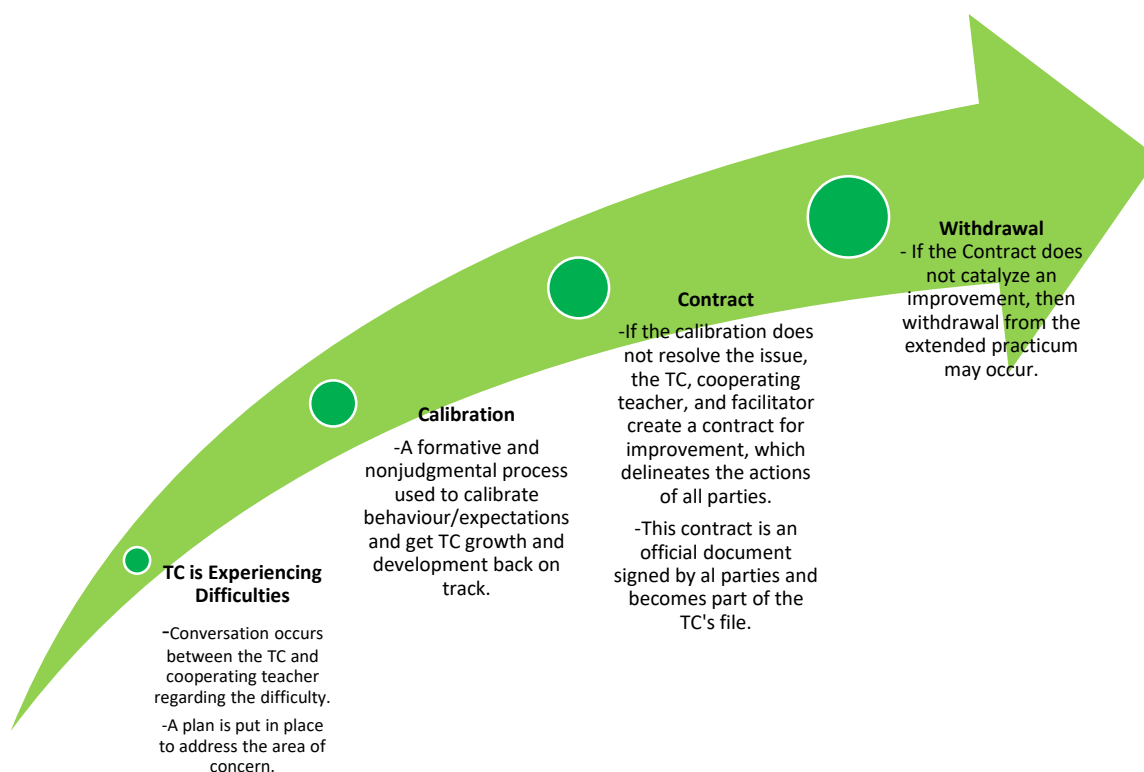
## **Bates Award**

**See CoE – Field Website: Section under Extended Practicum – The Bates Award**

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

**See CoE – Field Website: Section under Professionalism – AES Accommodation Plan**

## When Difficulties Occur



### A. The role of the teacher candidate/collaborating teacher/facilitator:

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

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

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

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

**B. Contexts in which difficulties often occur:**

- Communication breakdown. Teacher candidate and/or collaborating teacher has not communicated well which has resulted in a breakdown of requirements, expectations.
- The teacher candidate and collaborating teacher have not set the groundwork for essential expectations around professionalism, attendance at staff meetings, pre/post conferencing times, timeline for completing corrections or assessments, etc., and tension has developed.
- The teacher candidate struggles with efficiency in planning lessons/units and falls behind in having lessons prepared in time for the collaborating teacher to peruse and give feedback on before teaching.
- The teacher candidate plans engaging activities and assignments but neglects to factor in the time commitment for correcting and assessing those activities/assignments. Corrections pile up.
- Attendance and/or lateness becomes an issue.

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

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

## Closing

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

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

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

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## Appendix A – Extensive Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

#### Materials:

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

| <b>Stage 1- Desired Results – you may use student friendly language</b>   |
|---|
| <p><i>What do they need to understand, know, and/or able to do?</i></p> <p>In this lesson, students will gain a stronger understanding of not only what inferring is and how to use it, but gain a confidence on the connections they can make between what they already know in their head and what connections they can make with the pictures they see. By using these clues, students will be able to show examples of their inferences through key words, sentences and pictures. This is a reading and writing skill that will be expanded upon in future reading and writing lessons.</p> <p><i>Broad Areas of Learning:</i></p> <p>Students in this lesson will be provided the starting point of learning a learning/reading/writing strategy that they will continually draw upon not only in school but in their lives outside of school as well. Students will also learn about the world around them in this activity, for the book they are examining is about the excitement, fears of, and social issues around immigration (a topic they will also learn more about in social studies this year). By using the strategy of inferring, students will become more engage citizens, because they will use the skill of using clues and knowledge that they already have to become connected to situations they encounter, whether they are reading or writing about them, or encounter a social situation where they must make inferences.</p> <p><i>Cross-Curricular Competencies:</i></p> <p>In this lesson, students will learn how to make connections to (and how to express those connections) multiple literacies. Students will develop skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. Students will come to understand and value the knowledge they already have, as well as understand and value knowledge that others have (such as authors, people who are in the situations they are making inferences about, etc.), and the power they have when they connect those different sources of knowledge.</p> <p><i>Outcome(s):</i></p> <p><b>CR4.1</b> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.</p> <p style="padding-left: 20px;">b. <i>View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:</i></p> <ul style="list-style-type: none"> <li>• <i>retelling and explaining the ideas and information presented in texts</i></li> </ul> <p style="padding-left: 20px;">c. <i>Connect the insights of an individual or individuals in texts to personal experiences.</i></p> <p><i>PGP Goals:</i></p> <p>2.2 proficiency in the Language of Instruction</p> <p>3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation</p> <p>3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings</p> |
| <b>Stage 2- Assessment</b>  |

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

- Students will be informally assessed on their ability to make direct connections to the series of pictures they are given (their strength of inferences). Students will also be informally assessed on if their inferences are reasonable and realistic.
- Students will also be informally assessed on the way they choose to represent their inferences (through straight writing, combination of writing and pictures, pictures, and who needs their information to be scribed).
- Students will receive individual comments, as well as general group comments on how we as a class (or individuals in the individual comments) can improve our ability to inference. When these comments are being made, it will be emphasized that we are all just learning this skill, and this is a skill that we will never stop using, so it is important to take all feedback as an opportunity to grow and learn more.

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

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

### **Stage 3- Procedures:**

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

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

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

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

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

1. Students will then be asked to draw their attention to the video camera projected on the board, where I will have a print off of a series of pictures from the book “The Arrival”. I will also have the inferring recording sheet. I will explain to the students that their job is to work individually or in groups of two (that I will choose) on making as many inferences as possible about a series of pictures given to them. The fact that these pictures from this story have no words on them will be pointed out to them, emphasizing the fact that it is up to them to use the clues from their brain and the clues from the pictures to make inferences on what’s happening in the story. I will demonstrate via video camera, showing my thought process out loud, as well as recording in sentences, pictures, and a combination of words and pictures. Students will be asked to record their inferences in a way that makes the most sense to them (I will leave the choice up to them, not hinting towards one form of recording or another). I will leave my example on the video camera on the board so the students have something to reference if they are stuck. They will be told lastly to write or draw what they see in one textbox on their sheet, and record why they think that in the other box. **(5-10 Minutes)**
2. The students will then be given time to inferences (individually or in groups) based on their assigned pictures following the process that was modeled for them. As the students are working, I will be conferring with each student and/or group to gauge their level of understanding and provided guidance and support. **(20-25 Minutes)**

#### **Adaptations/Differentiations:**

-Adaptations that will be made for this class will be show in the series of pictures certain students receive. Students who have a bigger struggle in understanding and demonstrating their connections will receive the series of pictures that allow for

more straight forward connections so they can get a stronger sense of success. On the contrary, students who are at a higher academic level will be given series of pictures that need more complex and unique connections to challenge them.

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

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

Closing of lesson (~10 Minutes):

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

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

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

Personal Reflection:

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

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

## Appendix B – Modified Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

#### Materials:

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

|   |
|---|
| <p><b>Stage 1- Desired Results – you may use student friendly language</b></p> <p><i>Outcome(s):</i><br/> <b>CR4.1</b> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity • community • social responsibility and support response with evidence from text and from own experiences.</p> <p style="padding-left: 20px;"><i>b. View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:</i></p> <ul style="list-style-type: none"> <li>• retelling and explaining the ideas and information presented in texts</li> </ul> <p style="padding-left: 20px;"><i>c. Connect the insights of an individual or individuals in texts to personal experiences.</i></p> <p><i>PGP Goals:</i></p> <p>2.2 proficiency in the Language of Instruction</p> <p>3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation</p> <p>3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings</p> |
| <p><b>Stage 2- Assessment</b></p> <p><i>Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.</i></p> <p>-Making connections and representing inferences (through writing, pictures, talking, etc.). The students will receive feedback as they work.</p>   |
| <p><i>Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.</i></p> <p>-Formative assessment will occur later in the unit.</p>  |
| <p><b>Stage 3- Procedures:</b></p>  |

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

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

-Using “I think”, or “I bet”, or “maybe” students, have the students make inferences about the backpack items. Have them use these inferences to determine information about the owner of the backpack. **(10 Minutes)**

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

3. Using the document camera and a picture from the book “The Arrival,” as well as the think-aloud strategy, model the inferring process for the students. Record inferences in the chart using words, symbols and pictures so that the students can see what is expected of them. **(5-10 Minutes)**

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

**Adaptations/Differentiations:**

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

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

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

**Closing of lesson (~10 Minutes):**

-Ask students to share some of their inferences, and what they recorded on their sheets.

-Review the importance of inferring as a reading and thinking strategy.

**Personal Reflection:**

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

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

## Appendix C – Simple Lesson Plan Exemplar

### Lesson Plan – How Do We Infer?

Date: September 30, 2015

Subject: English Language Arts

Grade: 4

Topic: Reader’s Workshop – Inferring

Essential Question (from unit, if applicable):

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|--|
| <b>Stage 1- Desired Results – you may use student friendly language</b>  |
| <p><i>Outcome(s):</i><br/><b>CR4.1</b></p> <p><i>PGP Goals:</i><br/><b>2.2, 3.1, 3.2</b></p>   |
| <b>Stage 2- Assessment</b>   |
| <p><i>Assessment FOR Learning (formative) Assess the students during the learning to help determine next steps.</i><br/>-Informal feedback and support as they work on inferring.</p>  |
| <p><i>Assessment OF Learning (summative) Assess the students after learning to evaluate what they have learned.</i><br/>-Formative assessment will occur later in the unit.</p>  |
| <b>Stage 3- Procedures:</b>  |
| <p><u>Motivational/Anticipatory Set (introducing topic while engaging the students):</u><br/>-Review inferring<br/>-Make inferences about backpack items and the owner of the backpack.</p> <p><u>Main Procedures/Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Model inferring activity using picture from “The Arrival.”</li> <li>2. Independent work time to practice inferring. Confer with the students as they work.</li> </ol> <p><u>Adaptations/Differentiations:</u><br/>-Adjust the difficulty of the pictures for those who need it.<br/>-Let the students choose how to record their inferences (writing, orally, pictures, symbols, etc.)</p> <p><u>Closing of lesson:</u><br/>-Share and review.</p> |

#### Personal Reflection:

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

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

## Appendix D - Distinguishing the Levels of the Assessment Rubrics.

Guide for distinguishing HP-Highly Proficient, P-Proficient, D - Developing, and NP-Not Present.

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

Midterm Evaluation:

Final Evaluation:

| Highly Proficient - HP   | Highly Proficient - HP  |
|--|---|
| <p>Would include all or most of the following and has consistently demonstrated HP</p> <ul style="list-style-type: none"> <li>-welcome letters to parents the 1<sup>st</sup> day, called parents the first week to discuss best way to communicate.</li> <li>-Home visits the first week and also organized a community even.</li> <li>-Teacher candidate made a point of meeting with all the staff to introduce herself and made plans to visit each classroom to learn from the other teachers</li> <li>- has always included students in the learning process: classroom routines, handles off-task behaviour with kindness and respect, culturally aware of the student's backgrounds and has adapted her teaching to fit their needs.</li> </ul> | <p>Has continued to demonstrate HP – has gone above and beyond expectations.</p> <ul style="list-style-type: none"> <li>-Has continued with including students in the learning process by developing in-class individual conferencing for each student to discuss their progress on a bi-weekly basis. This has improved engagement by 30% and their progress on average by 20% She has modelled goal setting with the students and they now have their own goal setting.</li> <li>- Lead a PD for the staff on the peer conferencing and its success.</li> <li>- changed an entire unit when two new students –Syrian Refugees- arrived and wanted to not only ensure of culturally sensitivity but wanted to include them by giving them opportunity to share their experiences.</li> <li>- teacher candidate spent a half day for two weeks (following their full time teaching) with the resource room teacher, to expand their knowledge of the ways that differentiation may be applied. They had the opportunity to work with individual students and small groups, both in the resource room and embedded within classrooms.</li> </ul> |

|  |   |
|--|---|
| <p><b>Proficient - P</b></p> <p>Has greeted families at the door upon my encouragement, at the beginning of the class, the teacher candidate writes out the classroom agenda so that students can anticipate and be prepared.</p> <p>-is kind and respectful with the students and considers their backgrounds and contacts parents if student is struggling.</p> <p>-Has been friendly with staff and family but needs to work on engaging with staff more and collaborating at committee meetings.</p> | <p><b>Proficient - P</b></p> <p>Has continued to greet families at door but has now also felt more comfortable with parents and engaging with them more at pick-up and encouraging them to view the unit binders at the boot rack.</p> <p>Has continued to demonstrate kindness and respect with the students and has developed regular classroom updates on Edsby.</p> <p>-they are well-liked by staff and have contributed at staff meetings.</p>  |
| <p><b>Developing - D</b></p> <p>Has begun to engage with students and has reached out to families when there is a concern. Limited staff contact, mainly with collaborating teacher and class educational associates.</p>  | <p><b>Developing - D</b></p> <p>Despite encouragement and discussions, teacher candidate still did not demonstrate proficiency in this competency. They would be at the door to greet students on an inconsistent basis, at times needing to organize their day.</p> <p>Did reach out to parents when there was a concern, but needed encouragement to reach out to every family.</p> <p>Began to eat lunch in the staff room. Made connections with some other classroom teachers, taught a unit in one other classroom.</p> <p>Began to make adjustments to lessons and resources to support students who required differentiation. Still needed support.</p> |
| <p><b>Not Present - NP</b></p> <p>teacher candidate limits interactions to collaborating teacher, students, and in-school staff</p>  | <p><b>Not Present - NP</b></p> <p>Minimal effort to interact with anyone beyond collaborating teacher. Interaction with staff was basically at staff meetings.</p>  |



|  |  |
|--|--|
|  | <p>Engaged with students on a selective basis.</p> <p>Did not attend parent events unless directed; did not converse with parents at extracurricular events.</p> <p>Did not have a good understanding of the needs of the students and struggled with supporting them without major support.</p> |
|--|--|

## Appendix E– Suggested PGP Focus Areas

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

#### **1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities**

**This may include:**

- Using appropriate language: awareness of slang, stereotypical terms
- Setting appropriate boundaries: digital footprint, social media
- Demonstrating awareness of how different personality traits, learning styles and teaching styles may affect relationships
- Listening to the collaborating teacher’s suggestions and can restate them in “I” statements
- Speaking professionally of collaborating teacher, parents or students in the staffroom, on-line, etc.
- Understanding and displaying appropriate boundaries with students (avoids becoming a “buddy”)

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

**This may include:**

- Planning with collaborating teacher before beginning a lesson or topic

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

**1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners:**

**This may include:**

- Demonstrating awareness of and eliminating stereotyping in instruction, including language, gender, sexuality, perceived disability, and race.
- Distributing questions in an equitable manner
- Avoiding power struggles with students
- Creating groups fairly and equitably
- Encouraging student language to be respectful of diversity and gender
- Encouraging a positive environment where mistakes are allowed and judgment is limited

**1.4 a commitment to service and the capacity to be reflective, lifelong learners and inquirers:**

**This may include:**

- Consistent use of the PGP
- Reflecting on own upbringing and how that could affect perceptions and judgments of other people/students
- Discussing what would encourage them to delve deeper into a topic or question
- Reflecting upon possible influences or factors that contribute to student behavior

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

**2.1 knowledge of Canadian History, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;**

**This may include:**

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

## **2.2 knowledge of First Nations, Métis and Inuit Culture and History (e.g., Treaties, Residential School, Scrip, and Worldview) and their impacts on contemporary experiences and relationships;**

### **This may include:**

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

## **2.3 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)**

### **This may include:**

- Plan lessons/units while being mindful of the content and outcomes in other courses.
- Making cross-curricular connections within lessons/units.
- Promoting and developing literacy across subject areas.
- Making connections to what the students are learning/have learned in other subjects and grades.

## **2.4 demonstrates an understanding of the organizational and legal contexts of schooling:**

### **This may include:**

- Understanding that the Education Act defines educational practices in provincial schools
- Understanding that there are differences between provincial and First Nations schools
- Recognizing that policies about different elements of education may differ depending on the policies developed by a school division's board of education
- Differentiating between school division and school personnel and their roles
- Adhering to privacy laws (e.g. sharing of information)
- Understanding the use of social media as an educator and the rules and protocols around school division technology use
- Understanding the relationship between schools and the College of Education

## **2.5 proficiency in the Language of Instruction;**

### **This may include:**

- Communicating with students, staff and parents in a clear, effective, and professional manner.
- Lessons should be void of grammatical and spelling errors, including on board, written documents and other materials provided to students and colleagues.
- Read aloud should have the correct pronunciation, tone and flow.

- Using appropriate language: awareness of slang, stereotypical terms
- Modelling respectful and developmentally appropriate language usage.
- Participating in “teacher talk” and using the terminology of the profession.
- Using subject-area terminology in lessons and professional conversations.
- Finding and incorporating English as an Additional Language resources.
- Incorporating literacy instruction across subject areas.

## **2.6 ability to use technologies readily, strategically and appropriately**

### **This may include:**

- Incorporating available technology in lessons (i.e. computers, iPads, cell-phones, Smartboard, etc.).
- Modelling appropriate and professional digital communication.
- Encouraging and modelling digital awareness.
- Demonstrating knowledge of a variety of technological learning/communication resources (i.e. Remind101, Edmodo, Prezi, Google Docs, etc.)
- Including digital forms of assessment (i.e. creating blogs, videos, websites, etc.)
- Provide opportunities for students to use a variety of mediums and other technology.

## **2.7 ability to strive for/pursue new knowledge**

### **This may include:**

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

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

### **This may include:**

### **3.1 Demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes:**

#### **This may include:**

- Use Assessment For Learning strategies to develop instruction which meets the needs of students
- If possible, participate in a Professional Learning Community in the school as it examines data to determine subsequent actions and how those actions will measure success
- Have an understanding of the data collection and utilization processes in a school or school division. (School Learning improvement plans, conferring with students, report cards, academic goals)

### **3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation**

#### **This may include:**

- Planning assessment to measure the learning outcomes
- Co-creating assessment tools with students (i.e.: rubrics, checklists, criterion-based formative and summative assessment)

- Clearly outlining essential understandings and essential questions at the beginning of the lesson/unit so that the students had a roadmap of what they would need to know by the end of the lesson/unit
- Designing formative assessment so that future lessons would match student ability and interest
- Focusing on student success and respect for different learning styles in the design and intent of the assessment/evaluation
- Demonstrating cultural responsiveness in the appropriate use of terminology and language
- Providing choices and transparency in all assessments
- Providing effective feedback on their learning and support a plan for success.
- Seek out new supports

### **3.3 Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings**

**This may include:**

- Model workshop approach, inquiry- based, various group work, group discussions, portfolios, performances of understandings, teacher and student led.
- Provide consistency with strategies so students develop skills and provide them with various learning opportunities.

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

### **4.1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education;**

**This may include:**

- Lessons are aligned to the course curriculum while incorporating the Broad Areas of Learning and the Cross-Curricular Competencies
- Unit plans and lessons are relevant and incorporate the appropriate outcomes/ indicators
- Modifications are made to meet the needs of students.

### **4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas**

**This may include:**

- Making learning connections to family, community and environment
- Teaching and learning in a holistic manner that honours the students mental, spiritual, emotional and physical aspects of self
- Incorporating Treaty resources in the classroom
- Demonstrating respect for Indigenous culture, history and perspectives
- Experiential learning through art, song, story, symbols, ceremony, etc.
- Place-based learning, learning about and through the land and community

- Honouring and incorporating the students' lives and experiences in the learning

**4.3 the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways**

**This may include:**

- Student voice- students provide input into lessons and offer feedback.
- Differentiating instruction based on student needs and abilities
- Accounting for and respecting the students cultural and socioeconomic backgrounds when planning and teaching
- Making connections between theory and practice
- Making connections between the curriculum and the students' lives and experiences
- Basing curricular decisions on what is best for the students and their learning
- Putting supports in place to ensure student success

## Appendix F – Lesson Observation Template

| Teacher Candidate: |                         | Lesson:   | Date:                             |
|--------------------|-------------------------|-----------|-----------------------------------|
| PGP Target:        | Evidence of Target Met: | Comments: | Post-Conference Notes/Reflection: |
|                    |                         |           |                                   |
|                    |                         |           |                                   |
|                    |                         |           |                                   |
| General Feedback   |                         |           |                                   |

## Appendix G – 2022 - 422 WINTER IMPORTANT DATES

|                              |   |
|------------------------------|---|
| Dec 20-22, 2021              | EXPR 422 Orientations   |
| January 4 – May 6, 2022      | <b>16 week Extended Practicum dates (inclusive)</b>   |
| <b>** January 22, 2022</b>   | <b>Deadline for withdrawal from Practicum with full refund</b>  |
| Jan 24, 2022                 | <b>Deadline to submit co-generated UBD unit to facilitator – prior to teaching it</b>   |
| First week of February, 2022 | <b>Extended Practicum In-Service for T.C. AND Collaborating Teachers. Facilitator will inform of dates. (Teacher is responsible for following school division procedures for booking a sub)</b> |
| <b>** February 1, 2022</b>   | <b>Last day to withdrawn from Practicum with 75% tuition credit</b>   |
| <b>** February 11, 2022</b>  | <b>Last day to withdraw from Practicum with 50% tuition credit</b>  |
| First week of March, 2022    | <b>In-service – Teacher Candidates only – Dates and location to be provided by Facilitator</b>  |
| Week of Feb 28 – Mar 4, 2022 | Midterm assessment completed this week. (It should not be completed prior to week 8).   |
| March 11, 2022               | Midterm assessment submitted to facilitator with all required signatures.   |
| March 18, 2022               | <b>Deadline to submit UBD #2 unit to facilitator</b>  |
| April 13, 2022               | <b>Deadline to submit UBD #3 unit to facilitator</b>  |
| <b>** April 18, 2022</b>     | <b>Last day to withdraw from Practicum Without Academic Penalty – NO tuition credit</b>   |
| April 29, 2022               | <b>Complete Final Assessment – submit to facilitator for review.</b> Please understand that time may be needed for revisions/additions.   |
| May 2- 6, 2022               | <b>Final assessment picked up by practicum facilitator (all signatures should be on all copies that the teacher candidate has made)</b>   |
| May 6, 2022                  | Last Day of Extended Practicum  |

**\*\* Please note the academic withdrawal deadlines for this practicum.**