

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM

(SUNTEP)

a program of Gabriel Dumont Institute
delivered in co-operation with the University of Saskatchewan
and the University of Regina

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(A)

S U N T E P

G E N E R A L I N F O R M A T I O N

THE SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM

(SUNTEP)

University of Saskatchewan and Regina

1. Description

The SUNTEP Program is an off-campus teacher education program offered through the Gabriel Dumont Institute of Native Studies and Applied Research in co-operation with the Department of Education and the Universities of Saskatchewan and Regina.

Some significant facts pertaining to the SUNTEP Program are outlined below:

- 1) The program provides teacher preparation leading to a Saskatchewan Standard 'A' Teaching Certificate with completion of a Bachelors' Degree in Education.
- 2) The SUNTEP Program of studies is approved by the University of Saskatchewan and the University of Regina.
- 3) Instructors employed to teach in the SUNTEP Program are hired by the Dumont Institute on a contract basis or through an agreement with the respective University. All instructor appointments require University approval.
- 4) Teaching certificates will be issued by the Department of Education upon completion of the SUNTEP Program of studies at the University of Saskatchewan or the University of Regina.

2. Components Unique to the SUNTEP Program

- 1) Native Studies 100 and 200 courses.
- 2) Cross-Cultural Education courses.
- 3) One Education elective which has a language emphasis.
- 4) Field-based throughout each of the first three years.
- 5) Orientation component in English and Math Skills.

3. History

Centres in Saskatoon and Regina opened in September, 1980. The intake of students in its first year was 27 (15 students in Regina and 12 students in Saskatoon).

Centre in Prince Albert opened in September, 1981 with 15 students.

Presently (1982-83) 120 students are enrolled in the SUNTEP Program.

Students from Saskatoon and Regina who are completing their third year in the Spring/Summer of 1983 will be eligible to receive a Standard 'A' Certificate.

The following chart contains information regarding intake of students per centre as of September 1, 1982:

| | Positions Available | 1982 Intake | Year 1 | Year 2 | Year 3 |
|---------------|---------------------|-------------|--------|--------|--------|
| Regina | 45 | 26 | 25 | 12(18) | 8(15) |
| Saskatoon | 45 | 21 | 19 | 18(21) | 8(12) |
| Prince Albert | 30 | 19 | 19 | 11(15) | -- |
| Totals | 120 | 66 | 63 | 41 | 16 |

The retention rate is approximately 70%.

Some of the reasons for attrition include:

- 1) personal decisions of students to withdraw (i.e. unhappy in urban environment, teaching profession not appropriate, etc.);
- 2) maternity leaves;
- 3) dismissals;
- 4) temporary withdrawal.

4. Entrance Requirements and Criteria for Selection

Applicants for admission will be considered who have met one of the following entrance requirements:

- 1) Senior Matriculation - Grade 12 with a 65% average or have been out of school for one full year and have a Grade 12 with a 60% average.

OR

- 2) Mature Admission - (a) University of Saskatchewan (Prince Albert and Saskatoon Centres) applicants must have reached their 20th birthday by the beginning of the regular session.

Mature Admission - (b) University of Regina
(Regina Centre) open admission; there is no age restriction.

5. Application

- 1) Students are requested to fill out a SUNTEP application form.
- 2) Applicants must submit three letters of reference and a one page handwritten statement declaring their reason for applying and their abilities to enter a professional teacher training program. Letters of reference should be submitted as follows:
 - i) one from the AMNSIS Local or Education Committee of the Local;
 - ii) one from the director or principal from the last educational institution attended; and
 - iii) one from a past employer or someone who knows you very well.

6. Selection of Applicants

- 1) Refer to procedures and guidelines for processing applicants (attached).
- 2) The following criteria are considered when reviewing and selecting applicants: maturity; previous academic standing (minimum grade 10); commitment to the teaching profession and program; experience in working with Native people and/or an educational setting and an interest in learning about Native Peoples.

February 10, 1981

SUNTEP RECRUITMENT & SELECTION PROCEDURES

STEP 1 - Completion of the application form with all transcripts, references and the one page handwritten letter by the applicant.

STEP 2 - Interviews will be conducted with all applicants in each of the areas. The interviews will be conducted by an interview board which includes SUNTEP staff, and members of the Area Education Committee. This interview board will then prioritize the candidates in a short list.

The guidelines used to review and select the applicants will include:

- 1) A firm commitment to the program and a strong desire to work to become an effective teacher.
- 2) A desire to work with children and adults in educational settings.
- 3) Ability and willingness to work in a teacher training program 9:00 a.m. to 4:00 p.m. throughout a five day week and continue the program to its completion.
- 4) Experience working with Native children or previous involvement in education (i.e. school board; education committee; parent-teacher groups; adult education instructor).
- 5) The minimum of a completed grade 10.
- 6) Interest in learning about Native culture and serving Native and Non-Native Peoples.

STEP 3 - The records of the interviews and the prioritized short lists will be studied and successful applicants will then be screened by a selection committee made up of no more than five people. This selection committee will consist of the following:

- 1) Two members of the SUNTEP staff.
- 2) Senior SUNTEP student.
- 3) A representative of the SUNTEP Management Committee which is one of the Dumont Board.
- 4) A university representative.

The same guidelines will be used as in Step 2, however the applicant must meet university entrance requirements.

(B)

S U N T E P

P H I L O S O P H Y

SUNTEP PHILOSOPHY

1. Philosophy

The philosophy of SUNTEP is to create an atmosphere in which to develop critical, knowledgeable, inquiring, and caring teachers.

For every individual it must:

- 1) Instill a desire to learn and to seek the truth.
- 2) Provide knowledge of the core discipline of the teaching profession.
Provide numerous opportunities for personal examination of the multi-faceted role of the teacher.
Provide a supportive and stimulating environment whereby a personal philosophy of education may be explored and fully developed.
- 3) Provide skills, knowledge, and attitudes to help children to learn in the context of the social, cultural, and economic situation within their community.
- 4) Instill an attitude and develop appropriate skills which will foster the use of a variety of teaching styles and methodologies in the learning setting.
- 5) Provide the necessary skills to approach learning as a constant and continual process.
- 6) Instill a sense of pride and responsibility for themselves as individuals, belonging to a unique and distinctive cultural group.
- 7) Assist each to acquire for themselves, those attributes which are perceived by the students to constitute a good teacher. Among these attributes is a highly developed skill in passing on knowledge, patience, well-developed listening skills, good sense of humour and a concern and commitment to all students regardless of their innate ability, race or religion.

2. SUNTEP Centres

The objectives of centres is to provide support services for the students enrolled in the SUNTEP Program which will encourage and facilitate the development of:

- 1) academic skills;
- 2) professional growth;
- 3) skills for decision making;
- 4) self-confidence and a positive self-identity.

(C)

S U N T E P

P R O G R A M

SUNTEP PROGRAM

1. General Overview

Students at all centres are enrolled in a B.Ed. Elementary Program.

Each year of the SUNTEP Program includes professional and academic courses including a field experience component. Professional classes are those classes offered by the College of Education with emphasis on "teacher training". These include classes in teaching methodologies, curricula of specific disciplines, learning theory, philosophy of education, etc. Academic classes are those classes which are offered by the College of Arts and Science. Emphasis is "personal knowledge and development". These include classes in natural sciences, social sciences, humanities and fine arts. There are two areas of specialization which are compulsory for all SUNTEP students - Native Studies in the academic area and Cross-Cultural Education in the professional area. A student may develop other areas of specialization as electives within their Bachelor of Education program.

S U N T E P
R E G I N A

SUNTEP - REGINA

Year 1

Fall Semester

Ed Gen 116 (4)
Native Studies 100 (6)
Cross-Cultural Education 228 (4)

Winter Semester

Ed Gen 126 (4)
Drama 126 (4)

May-June-July

2 (4) Credit hours
Physical Ed 152 (4)

Field Experience: 1 day per week throughout the year and 1-2 weeks in spring.

Year 2

Fall Semester

Ed Gen 226 (3) continue in Winter Semester
Ed Psych 206 (4)
Ed Rdg 218 (2)
Ed APE 218 (2)
Ed Art 218 (2)
Ed Lng 218 (2)

Winter Semester

Ed Rdg 228 (3)
Cross Cult. 228 (3)
1 Specialization (elective) (3)

May-June-July

Electives 3 (4) Credit hours
Native Studies (3 credits) (6 credits)

Field Experience: 1 day per week throughout the year and 1-2 weeks in spring.

Year 3

Fall Semester

Internship (16 weeks)
Post Internship 313, 323 (16)

Winter Semester

Ed Psy 223 (4)
Ed Rdg 352 (4) or approved equivalents
Electives

May-June-July

1 (4) credit hour class in 3rd area of specialization
Cross-Cultural Methodology (senior)
or approved elective

Year 4

Fall/Winter Semester Remaining required and elective classes

Bachelor of Education Degree

1. Year 1

General Education (EdGen 116)

This class will do the following:

- a) provide instruction and carefully guided practise in writing and in research. This instruction will be skill oriented and will include smaller group or one-to-one instruction as needed by individual students. Papers required for other classes will form one of the bases of practise; papers, logbooks, and lesson plans required for EdGen 116 will form another.
- b) provide a means of careful structuring of the field experience, as well as a forum for discussion of each student's experiences as they occur. (The objectives of the field experience are outlined below.)
- c) provide a basic knowledge of schools and of fundamental teaching skills. These will be practised during the field component until a beginning level of proficiency has been established. This first semester of theory and practise will be the foundation for the second semester in EdGen 126 and for Year 2 in EdGen 226.

Native Studies (a full class) (University of Saskatchewan)

This course will provide a survey of the historical and contemporary situations of the Native Peoples of North America and Canada. Topics covered will include: Native Peoples, today and yesterday; Native women; mythology, legend and folklore; aboriginal rights; role of churches; role of shamans, elders and medicine men; the fur trade; Native organizations; people and politics, etc.

Mathematics 101

This will be a completely individualized program which will test students to determine their level of skill on program entry and to provide instruction and practise.

General Education (EdGen 126)

This class will continue two elements found in EdGen 116:

- 1) It will provide education in basic teaching theories and skills, in educational issues, and in the structure and functioning of urban school systems and the teacher's role therein.
- 2) The field experience will continue to be organized in relation to the theory taught in classes. Students' experiences in classrooms will be discussed weekly in EdGen class.

Drama 100

Students in this class will learn basic theoretical and practical aspects of theatre. The SUNTEP staff will help students to apply this class to their field experience.

English 100

This course is an introduction to the major types of literature and includes practise in writing effectively.

Physical Education 152

This course includes theory related to the content and methodology of movement education, the growth and development of children, and to program planning.

2. Year 2

The major goal or purpose of this year is to provide a continuous and integrated program with the main goal of integration of professional knowledge about teaching with effective classroom practise.

The first semester includes methodology classes in Art or Music; Reading; Language Arts; Mathematics; Native Studies; Health-Physical Education; Science; and, Social Studies. In the second semester students study the teaching of Reading, Native Studies, and one other area, (of their own choice), in greater depth. These courses are co-ordinated and integrated into the field experience through the use of two core classes which are presented during both semesters, EdGen 226 and EdPsy 206. EdGen 226 is called Instructional Skills and Strategies. It concentrates upon the teaching of methodology common to teachers of all subjects and of all grade levels. Topics covered include: instructional planning, classroom management and discipline, questioning, concept teaching, etc. EdPsy 206 is a class in basic learning theory. Its purpose is to provide the basis, (in psychological theory), for what is taught in EdGen 226 and in the subject area methodology courses.

3. Model of Year 2

| | |
|--|-------------------------|
| EdGen 226 (3 cr.) | EdArt 218 (2 cr.) |
| EdPsy 206 (4 cr.) | EdRdg 218 (2 cr.) |
| EdRdg 228 (3 cr.) (Area I) | EdLng 218 (2 cr.) |
| Cross Cult. 228 (3 cr.) (Area II) | EdMth 218 (2 cr.) |
| Ed (Elective) 228 (3 cr.) (Area III) | Cross Cult. 218 (2 cr.) |
| Native Studies ($\frac{1}{2}$ class) (2 cr.) (U. of S.) or other electives or required classes | EdPhe 218 (2 cr.) |
| | EdSci 218 (2 cr.) |
| | EdSSt 218 (2 cr.) |

Throughout the year students will participate in special study sessions or workshops. (e.g. Outdoor Education, Metis Art, etc.)

4. Year 3

The first semester of Year 3 will normally be spent in internship.

Educational Psychology 223

Studies the education of exceptional children.

Ed. Reading 352 (elective)

This class continues the student's training in the teaching of reading. It trains teachers to teach reading considering the individual differences of children.

One Introductory Class

This class may be a second language or other approved class not offered through the Faculty of Education.

Senior Native Studies Class

University of Saskatchewan ($\frac{1}{2}$ class).

One Class from Area III

The total credit hours in Year 3 will equal 35.

5. Year 4

Language Arts in the Elementary School (EdLng 318)

This class concentrates on Communications skills. The student teacher's competence in oral and written language and methods of improving children's skills in the classroom are its dual focus.

Teaching English as a Second Language (TESL)

This class will introduce the methodology of teaching English to children whose first language is not English.

Educational Psychology 220

This is a basic class in evaluation of student's progress. A class from students Area III specialization. (See University calendar).

Educational Foundations Class

(Choice of 300, 301, 305, 314, 390, 391)

Senior Native Studies

University of Saskatchewan ($\frac{1}{2}$ class).

One of:

(Astronomy 100, Biology 100, 2,, 202, 203, 204, Chemistry 100, 103, or 200, Geology 100, Physics 100 or 102.)

Sociology 100 or Other Approved Academic Option

One class from Area III

The total credit hours in Year 4 will equal 31. The total credit hours in the program will equal 131.

Students must complete a minimum of 44 hours outside the Faculty of Education.

Within the Areas of Concentration, students must elect a minimum of two Arts & Science classes.

6. Areas of Concentration

Area I Reading-Language Arts (4 class sequence)

- 1) EdRdg 228
- 2) EdLng 318
- 3) Drama 100
- 4) EdRdg 352 (or approved Arts & Science elective)

Area II Native Studies-Cross Cultural (4 class sequence)

- 1) Ed Cross Cultural 228
- 2) Senior Native Studies
- 3) Senior Native Studies
- 4) Senior Cross-Cultural Methodology (or approved Arts & Science elective)

Area II Concentration of student's choice (3 class sequence)

- see University of Regina calendar pp 107-109

- e.g. EdHPE 228
PE 252
PE 352 or equivalent

7. Differences from Elementary Program

- 1) There is one introductory Social Science. Native Studies, Year 1, is the other social science for SUNTEP Regina.
- 2) Teaching English as a Second Language replaces the Year 4 elective.
- 3) EdGen 116 is included in the program.
- 4) Field experience has been added in Year 1.
- 5) The field experience in Year 3 has been differentiated into a 10 week internship and a 6 week post-internship.
- 6) Native Studies becomes a new Area of Concentration, compulsory for SUNTEP students.
- 7) Native Studies classes are those proposed by the University of Saskatchewan as there are no acceptable University of Regina alternatives.

S U N T E P

S A S K A T O O N

SUNTEP - SASKATOON

| | |
|----------------|--|
| <u>Year 1</u> | Ed. Studies 100.6 (Education Studies 1) English 110.6 (Literature and Composition) Native Studies 100.6 (Introduction to Native Studies) *Math Skills *English Skills |
| Intercession: | Ed. Ind. 257.3 (Education Across Cultures: An Introductory Survey) Ed. Psych. 251.3 (Human Development: The Child) |
| Summer School: | Ed. Curr. 271.3 (Introduction to the Teaching of Language Arts) Ed. Curr. 250.3 (Physical Education in the Elementary School) |
| <hr/> | |
| <u>Year 2</u> | Ed. Curr. 210.3 (Teaching Mathematics in the Elementary School) Ed. Curr. 240.3 (Introduction to Reading Instruction) Ed. Curr. 280.3 (Teaching Social Studies in the Elementary School) Ed. Curr. 220.3 (Teaching Science in the Elementary School) Ed. Psych. 255.3 (The Psychology of Learning and Instruction) Ed. Ind. 360.3 (Education for Students of Indian Ancestry in Urban Society) *Ed. Studies 220.0 (Lab.) Native Studies 200.6 (Metis History) |
| <hr/> | |
| Year 3 | Ed. Fdt. 320.3 (The Child in Education: Historical Perspectives and Contemporary Views) Ed. Adm. 321.3 (The Organization of Public Education) *1 History or Social Science -1 Natural Science 1 Language Teaching Class 1 Education Elective |

These five full classes will be taken during the intercession and Summer School of the second year and during the following academic year. The Spring and Summer Sessions of the third year will be utilized if necessary.

STUDENTS MAY OBTAIN A STANDARD 'A' CERTIFICATE

| | |
|---------------|---|
| <u>Year 4</u> | (4c) 1 Education Elective 2 Open Senior Electives either from Education or Academic 2 Senior Academic Courses - one in each of the two fields of specialization or senior academic electives |
|---------------|---|

B. ED. - PROFESSIONAL 'A' CERTIFICATE

* non-credit classes

1. Field Experience

SUNTEP includes as one of its components - a strong emphasis on field based activities in each year of the program of studies.

Year 1 - Involvement

The field experience for students in the first year of the SUNTEP Program is both preparatory and introductory in nature. The "field" experience component is considered part of Ed. Studies 100 and will encompass 1/2 to 1 day.

During September to December, students will engage in the study of the 'Educational System' as a whole. This will not only focus on school, teachers, and students, but on School Boards and their administration, the Department of Education, Curriculum, the Teachers' Federation and their functions. As part of this experience, students will be required to complete a project of their choice which is field oriented. As well, visitation to a variety of schools will be required in the latter part of November and early December. Requests will be made to the Department of Education, School Board, and Saskatchewan Teachers' Federation for their involvement and input.

In January to April, the first year students will be expected to be engaged in a "classroom experience" co-operating in activities of an introductory nature with a school and a teacher. This will occur every Tuesday for a full day.

Year 2 - Field Experience

During the second year of the program for SUNTEP - students in Saskatoon, Ed. Studies 220E (Lab) will serve as a focus for field experience.

Field experience is defined by SUNTEP - Saskatoon to include all of those experience activities, etc. (outside formal professional classes) which contribute to the total process of teacher development. Since we believe it is an ongoing process and highly individualistic the lab must reflect this vis a vis the kind of experiences it allows.

A half to a full day will be set aside for these experiences per week for the entire term.

In April - May, second year students will go "practice teaching" for a three week period to a community of their choice.

During the three week block of field experience, students are required to teach a minimum of one class per day. These should be in different subject areas so that experience is gained in a variety of areas.

Year 3 - Field Experience - Practicum (January - March)

The extended practicum will be a co-operative joint venture between the College of Education and SUNTEP. SUNTEP students will participate in the University of Saskatchewan, College of Education extended practicum. SUNTEP's involvement is maintained at this stage to assure continuity in the student's professional growth. Although a regular college supervisor will supervise SUNTEP interns, the SUNTEP staff will have meetings with the interns on a bi-weekly basis. This procedure will assist both the interns and our supervisor.

An additional expectation of SUNTEP students is to gain experience in teaching classes which reflect both areas of their specialization. (NOTE: All SUNTEP students are required to specialize in Native Studies).

Sequence/Time Frames

Provided in previous material.

2. Differences of Above

SUNTEP - Saskatoon:

1. Located on campus (McLean Hall)
2. Classes held in a variety of University locations
3. Students involved with Nechi Club (Native Students on Campus)
4. Students involved with Native Debate Club
5. Native Studies people located in the same building
6. Director of SUNTEP located in the same building
7. Students involved in campus sports activities, as well as activities at the Friendship Centre.

3. First Year

Math Skills

A non-credit course primarily designed to help the students improve their math skills.

English Skills

A non-credit course designed to assist students in acquiring a level of competence in language skills which will enable them to cope successfully with the language demands of their University courses and of their chosen profession. The areas of instruction and assistance include the basic writing skills and oral communication.

English 100

An introduction to the main kinds of literature and study and practice of composition.

Native Studies 100

A survey class which examines historical and contemporary situations of the Native peoples of North America and Canada especially, are examined through lectures and seminars.

Education Studies 100

An introduction to the subject of Education and the process of schooling and an orientation to management and operation of the Education system, as well as the activities of the classroom in the Elementary school.

The "field experience" component provides a practical dimension to the course. During the first half, students are engaged in visitations to a variety of "educational" settings including visitation to three schools (community school and/or open area, public school and a separate school).

During January to April, students will be expected to participate once a week for a full day, in a classroom experience which involves directed observation and participation in a school classroom under the guidance of a supervising teacher. Student activities will include tutoring individual children, guiding small-group projects, reading a story, marking papers and conducting a trial lesson as co-operatively planned by the supervising teacher and the student.

4. Second Year

Native Studies 200

The origins of the Metis and non-status peoples, their role in the socio-economics of Metis nationalism and its consequence such as the Red River uprising, the Northwest Rebellion and the settlement of Metis land claims are examined through lecture and seminars.

Education 220 (Lab)

Since students have some difficulties in seeing the relevance of the content they are taught, the laboratory provides an opportunity for the students to practice what they are learning in the various courses. Other components of the Education 200E Laboratory regarding activities include:

1. Discussions following lectures and readings
2. Attendance of workshops, conferences, and in-services dealing with teaching methodologies and educational issues
3. Compiling of a common resource file to preserve materials and ideas which may be useful to the teacher
4. Field experiences in co-ordination with professional classes
5. Evaluation and analysis of curriculum content

Education Curriculum 210 - Teaching Elementary School Mathematics

The teaching of Mathematics is examined in terms of objectives, materials and evaluation. Special attention is given to the development of an understanding and appreciation of our number system.

Education Curriculum 280 - Teaching Elementary School Social Studies

The teaching of Social Studies is examined in terms of its objectives, teaching methods, materials and resources, and evaluation and measurement of the learning outcomes. It also prepares students for internship as it focuses on specific basic skills required in daily classroom teaching.

Education Curriculum 240 - Introduction to Reading Instruction

The course offers an overview of the reading process and school reading program. This is the first course in the "Reading Sequence" and introduces types of materials and methods of evaluating student progress in reading, of teaching a "Directed Reading Lesson" and of grouping for instruction.

Education Psychology 255 - The Psychology of Learning and Instruction

The course deals with child development and how children learn. Students become acquainted with methods of measuring and evaluating learning outcomes.

Education Curriculum 220 - Teaching Science in the Elementary School

The course is designed to acquaint students with various methods and materials required to teach Science in Elementary Schools where the Science program calls for enquiry skills and for positive attitudes.

Education Indian Studies 360 - Education for Students of Indian Ancestry
in Urban Society

The course offers an analysis of people of Indian and Inuit ancestry in the contemporary urban society. It primarily centers on questions concerning the Indian and Native student in the integrated city school, curriculum adaptation, the teaching of languages, maintenance of a positive cultural identity, cross-cultural teaching approaches and the future of Indian people in the business and professional environment.

S U N T E P

P R I N C E A L B E R T

SUNTEP - PRINCE ALBERT

Year 1

Ed. Studies 100.6
Biological Sciences 100.6
Native Studies 100.6
*Math Skills
*English Skills

Ed. Ind. 257.3
Ed. Psych. 211.3

Ed. Curr. 271.3
Ed. Curr. 250.3

Year 2

Ed. Curr. 210.3
Ed. Curr. 240.3
Ed. Curr. 280.3
Ed. Curr. 220.3
Ed. Psych. 255.3
Ed. Ind. 360.3
*Ed. Studies 220.0 (Lab.)
Native Studies 200.6

Year 3

Ed. Fdt. 300
Ed. Adm. 321
1 History or Social Science
1 English 110
1 Language Teaching Class
1 Education Elective

(Students registered as of September, 1981, may obtain a Standard 'A' Certificate, students registered after that date require a B. Ed.)

Year 4

1 Education Elective
2 Open Senior Electives either from Education or Academic
2 Senior Academic Courses - one in each of the two fields
of specialization or senior
academic electives

B. ED. - PROFESSIONAL 'A' CERTIFICATE

* non-credit classes

1. Year 1

The following field experience times have been established for SUNTEP students for the Winter Semester of 1982:

- 1) Wednesday afternoons from January 20 through February 17, inclusive.
- 2) Wednesday mornings from March 3 through April 7, inclusive.
- 3) Five full days from April 19 through April 23, inclusive.

Our objectives for the field experience are:

- 1) To familiarize students with the school and the teaching-learning situation which exists there.
- 2) To have students work with teachers and children in order to develop knowledge about, and skill in, handling routine teacher tasks.
- 3) To have students work with a staff in order to understand how a school is run.
- 4) To enhance students powers of observation and foster sensitivity to children's behavior.
- 5) To help students assess their own suitability for teaching.

In order to achieve the above objectives, it is essential that the SUNTEP students be welcomed into the schools and that they become as active as possible in both classroom and general school activities. However, it is imperative to note that the students are only in their first year of training as teachers. Therefore, much of their activity will be observational in nature, as opposed to formal teaching activity. The students will be given (by SUNTEP Faculty) structured observational assignments to focus their learning, particularly in the early stages of their field experience. Student involvement in formal teaching situations should be limited to one-on-one tutoring and small group instruction. As in all other situations, however, ability and confidence will vary from one individual to the next. Consequently, discretion will have to be exercised and student involvement adjusted accordingly. Some students may be very hesitant to attempt even small group instruction, while the exceptional student may quickly express both the desire and the ability to handle large group instruction. As a general rule, the more a student is welcomed into and participates in informal teaching tasks, the sooner he/she will become involved in the more formal and complex teaching activities.

Much of what has been mentioned so far points to the need for an open and honest relationship between the SUNTEP student and the co-operating teacher. The student must be willing to get involved with the teacher and children as much as possible, while the co-operating teacher must be sensitive to the skill and confidence level of the student and adjust the student's pace of involvement and development accordingly. Initially, students will only understand 'the what' and 'the why' of many teacher activities if these are explained by and discussed with the co-operating teacher. In order to facilitate better communication and feedback between the student and the co-operating teacher, we would recommend utilization of the supervision cycle as outlined in Appendix C. This simple technique should enhance the practicum experience for both the student and co-operating teacher.

It should be noted that, because the first year practicum is introductory and mainly observational in nature, there is no formal evaluation component. However, in order for the experience to be beneficial, informal evaluation and feedback between the co-operating teacher and student is expected and encouraged.

We would also like to mention that SUNTEP students are required to keep a logbook of their field experience. This logbook will contain material such as the following:

- observational assignments assigned by SUNTEP faculty
- a record of all activity that the student has been involved with both in the classroom and school generally
- student planning for teaching activities
- general comments, observations and feelings relating to their field experience.

Please note that the confidential nature of all student and school-related matters will be strictly observed by SUNTEP students and faculty.

SUNTEP faculty will assist as much as possible in arranging for meaningful student activity in the schools and for facilitating student progress and growth by way of appropriate assignments. We will have a debriefing session for each field experience visit. These sessions will hopefully guide us in the development of meaningful and appropriate assignments for future visits.

However, because the co-operating teachers will be the ones working most closely with the students, a good deal of discretion as to appropriate activities for the students will have to be exercised by the teachers. Therefore, we have included in this handbook a list of activities and skills that students can work at. This list is adopted from SUNTEP Regina and Saskatoon field experience handbooks. It is hoped that it will be beneficial to both co-operating teachers and SUNTEP students in planning appropriate activities.

2. Year 2

Dates:

| | |
|------------|--|
| Week 1 | Monday, October 25 to Friday, October 29 |
| Week 2 | Monday, November 22 to Friday, November 26 |
| Week 3 | Monday, January 17 to Friday, January 21 |
| Week 4 | Monday, March 7 to Friday, March 11 |
| Week 5 & 6 | Monday, April 18 to Friday, April 29 |

Year 2 field experience consists of four 5-day blocks (weeks 1 to 4) spread out over the course of the academic year, and one 2-week block at the end of April (weeks 5 and 6). The 5-day time block was chosen because it was felt that students would benefit from observing and becoming involved in the teacher-pupil interaction that occurs during consecutive days.

Goals and Objectives

- (i) to have students work with teachers and children in order to develop awareness and skill in handling routine teaching tasks.
- (ii) to have students improve their teaching skills by assuming a more active teaching role as the year progresses.
- (iii) to prepare students for their internship.
- (iv) to determine the student's readiness for internship

Expectations

It is expected that from week 1 to weeks 5 and 6 the pre-intern will increase her involvement in the teaching process in a gradual, developmental way. The decision of how much and when to teach is one to be agreed upon mutually by the co-operating teacher, pre-intern and faculty advisor. Pre-interns will be expected to be responsible for one or more daily lessons and one unit by weeks 5 and 6 of the pre-internship.

A suggested developmental sequence is:

Week 1

This week is an orientation week for both the SUNTEP pre-intern and the co-operating teacher.

The pre-intern's major task is to become acquainted with the pupils and to become familiar with the co-operative teacher's routine and program. For this reason the following list of tasks is suggested as possible activities for the pre-intern:

- 1) Introduction of self by pre-intern to the pupils.
- 2) Taking daily roll call.
- 3) Observation which includes completion of assignments given in the centre courses.
- 4) Helping individual pupils.
- 5) Reading to pupils.
- 6) Involvement in preparation for Hallowe'en.
- 7) Teaching a small group using the 'Co-operative' method.
- 8) Doing activities from the 'Activity and Skills Record Sheet' up to #41.

Weeks 2, 3 and 4

During these weeks it is expected that the pre-intern will increase her activity.

Suggested activities:

Week 2:

- 1) Planning and teaching a lesson to a small group of pupils.
- 2) Planning and teaching a co-operative lesson to two small groups of children.
- 3) Completion of SUNTEP course assignments.
- 4) Other activities as suggested for Week 1.

Week 3:

- 1) Planning and teaching a lesson to the entire class.
- 2) Planning and teaching a series of lessons to a small group with an attempt at formal evaluation (testing) of pupils.

Week 4:

- 1) Planning and teaching a series of lessons to the class including preparing a test to evaluate pupil progress.
- 2) Planning with the co-operating teacher for a mini-unit to be taught over a period of 8 days during Weeks 5 and 6.

*NOTE: Our expectation of pre-interns is quite firm in this regard.

Weeks 5 and 6:

- 1) Pre-interns will be expected to be responsible for teaching an 8-day mini-unit to the entire class and construct a means of evaluating pupil progress.
- 2) Pre-interns will be expected to report to the co-operating teacher on the meaning of test results.
- 3) Pre-interns will be expected to teach at least 5 other lessons and take the entire class for at least a half a day.

Other Activities:

During Weeks 1 to 6 pre-interns will be expected to:

- a. complete logbooks daily (See Appendix E).
- b. Meeting regularly with the co-operating teacher to make plans for the next day.
- c. On Fridays, make plans with the co-operating teacher for the next week's involvement.
- d. Meet with her faculty advisor to discuss plans and arrange times for evaluation.
- e. Continue to develop skills on "Activity and Skills Record Sheet".

Supervision

Pre-interns will be supervised by local SUNTEP staff. One staff person will be assigned to 3 or 4 pairs of pre-interns and co-operating teacher (See Appendix B).

The assigned SUNTEP staff will be responsible for evaluation of the pre-intern (together with the co-operating teacher) and will handle any problems or concerns that may arise (See Appendix A).

Evaluation

Evaluation of pre-interns will be both formative and summative. It will be carried out by the faculty advisor and the co-operating teacher.

The formative evaluation process will follow the University of Saskatchewan "Supervisory Cycle" format. (See Appendix C).

The summative evaluation will be made at the end of the 6th week. Its main purpose is to determine the pre-intern's readiness to take on the internship.

Course Outline

(Same as SUNTEP - Saskatoon)

(D)

SUNTEP

SUPPORT PROGRAM

SUNTEP - SUPPORT PROGRAM

1. Philosophy

The nature of the SUNTEP Program provided by is one which opens to students the possibility of development for independence and responsibility for decisions he makes.

The role of staff members in this process is critical. The staff member's position vis a vis the student body must be one that:

- 1) Allows the individual student the freedom and movement for decision-making and action himself.
- 2) Where necessary, work out with the students the processes involved i.e. - academic assistance, as well as urban adjustment.
- 3) Is diagnostic and, if necessary, help and assist the individual student in whatever skills he or she is lacking, and
- 4) consciously assumes a responsibility in his or her work that actively discourage any policy or position of colonization.

2. Specific Assistance

In keeping with the outlined philosophy of the SUNTEP Support Program some of the services provided include:

- 1) Academic tutoring.
- 2) Assistance in locating accommodations in the cities if student is re-locating.
- 3) Assistance in identifying schools, daycare facilities for children of students.
- 4) Personal counselling re: budgeting, decision-making, etc.

All centres provide an orientation program to studnets entering SUNTEP. The orientation program, which lasts 3 to 5 days, includes informational sessions on the program, the University, the city and their services. Opportunity is provided for students for student interaction through social functions at this time.

(E)

SUNTEP

POLICIES

SUNTEP - POLICIES

1. SUNTEP Student Performance

Academic

Saskatoon and Prince Albert Centres:

A student is expected to maintain a C-average. Should a student be below this level, he or she will be placed under review. Should a student fail two or more classes during any year and not maintain a C-average, he or she may be asked to withdraw and their bursary discontinued.

During an academic year (September - April) a student must be enrolled in a minimum of 3 classes the first year and a minimum of 4 classes the subsequent years to be eligible for the SUNTEP bursary.

Regina Centre:

A student is expected to maintain a 2-average. Should a student be below this level, he or she will be placed under review. A student must pass ED. GEN. 126 to move into the second year of the Program and ED. GEN. 226 to move into the third year of the Program. Should a student fail or withdraw from more than two classes a semester, he or she may be asked to withdraw from the Program and their bursaries terminated.

During an academic year (September - April) a student must be enrolled in a minimum of 18 semester hours for credit in the first year and a minimum of 24 semester hours the subsequent years to be eligible for the SUNTEP bursary.

NOTE: These minimum hours may be adjusted in the case that a student has some major difficulties or in the case of extraordinary circumstances.

Attendance

A student is expected to be present to all lectures, presentations and student teaching sessions unless absent due to sickness (doctor's certificate required) death in the family, or other emergencies. Should a student miss more than 10 percent of the class sessions and student teaching sessions in any given month the student will be placed under review.

Professionalism

A SUNTEP student's attitude and behavior must be consistent with their status as a professional teacher in training. Punctuality, diligent effort, and prior notifications of absence are three essential standards all teachers must possess. Each SUNTEP Centre may require other, more specific standards from its students. Should a student fail to meet these requirements the student may be placed under review.

2. Student Review and Appeal

Every facet of performance as a student will be examined: grades, attendance, punctuality, effort, attitude toward learning and teaching, and activities in the field (schools) will be scrutinized along with any other factors which may have caused you to have problems. The purpose of a review is to determine what, if any, course of action would better enable a student to meet the minimum SUNTEP requirements.

The student, the SUNTEP Director, the Co-ordinator, professors, instructors, and co-operating teachers may all have input during a review.

Results of a review may:

- 1) Excuse a student from any form of disciplinary or remedial action whatsoever.
- 2) Adopt a modified course of studies.
- 3) Conform to certain specific guidelines during a probationary period of time.
- 4) Discontinue your studies for a specific period of time (bursary support would be withdrawn). (See Termination of Bursary below).
- 5) Discontinue your studies indefinitely (bursary support would be withdrawn). SUNTEP cannot withdraw you from University classes in the centre and your bursary support.

Termination of Bursary Support

- a) If a student's bursary support is to be suspended or terminated against his or her will, the Director must so inform the Department of Education and provide copies of such notice to the student, the Co-ordinator, and the University. No student can be terminated without at least fourteen days prior notification.
- b) If a student chooses to leave the program voluntarily, the Co-ordinator must advise the Department of Education in writing within fourteen days of the student's stated date of termination. Copies of such notice must be provided to the Director, the University and the student.

- c) If a student wishes to withdraw from any or all University classes it is both his or her right and his or her responsibility to advise the University through the completion of the appropriate forms. Remember SUNTEP cannot disallow a student from taking University classes. SUNTEP can only terminate a student's bursary support and participation in SUNTEP.

Appeal to the Decision of a Review

The SUNTEP Management Board ultimately determines all SUNTEP policy and any person or group affected by a SUNTEP decision can appeal to the authority of this Board. The student should write a letter to the Chairman of the Management Board requesting that the decision of the SUNTEP Review be reviewed by the Committee.

Maternity Leave

Should a student require a leave for such a purpose, arrangements will be made on an individual basis. Every attempt will be made to make arrangements so as not to jeopardize the health of the mother and child but at the same time continue her attendance that semester. Rule of thumb will be that a student is entitled to a month maternity leave and will not be subject to loss of bursary nor a position in the program.

Attendance of Spring and Summer Session

A student will be requested to attend the Spring and Summer Sessions during the first year of their program. A student can elect to attend or not attend Summer school in the second year of their program.

The major reasons for attendance at the Spring and Summer Session are as follows:

- 1) The student will continue to receive their bursary. It is believed this is a better alternative than seeking summer employment which is uncertain at best.
- 2) Students will continue progressing in their program of studies and thus complete the required classes in a similar time to that of any other education student enrolled at the University.

5. Field Placement

Students will be involved in working in schools during the fall and winter sessions of their first and second years. If suitable arrangements can be made and there is financial support or the SUNTEP staff to supervise the second year students, they may elect to do sessions in areas within commuting distance of the SUNTEP Centre. (A student will not be reimbursed travel costs for this endeavour).

A student will be required to complete a 16-week internship in an educational institution during the third year of the program. This location may be anywhere within the Province.

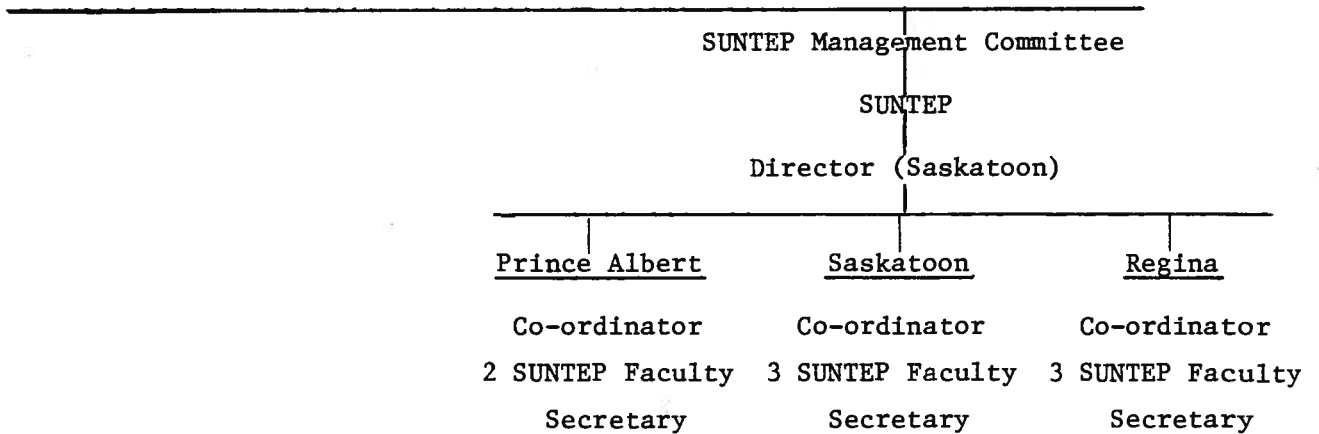
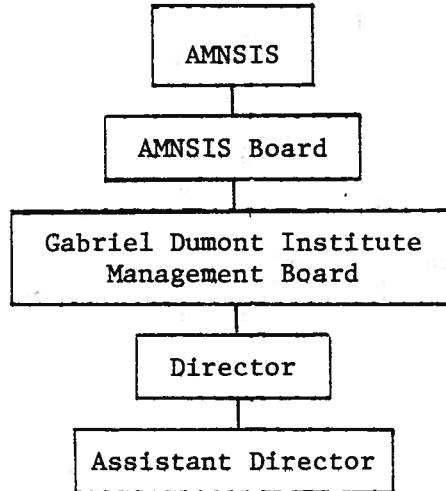
(F)

S U N T E P

S T A F F I N G

SUNTEP STAFFING

1. Administrative Structure



2. SUNTEP Management Committee Members:

Earl Cook
Ingrid Maccoll
Kenn Whyte
Mike Riffel
Dr. E. L. Klopoushak

Reuban Richert
Paul Tourand
Dr. Lloyd Njaa
Adrian Gibbons

3. SUNTEP Staff

Director (Rita Bouvier)

The Director is responsible for the overall direction of the program and the three centres operating in the Province. The role is one of leadership, co-ordination and provides a direct linkage between the Institute, the Universities and the Department of Continuing Education.

Co-ordinators (Regina - Liz Cooper)
(Saskatoon - Brian Aubichon)
(Prince Albert -)

The Co-ordinator is responsible for the program and management of its Centre. The role is one of co-ordination, ensuring classes and instructors are in place, field placements are identified, etc.

SUNTEP Faculty (Regina - Donna Scarfe, Marion Desjarlais)
(Saskatoon - Iris Koenig, Tom Severson)
(Prince Albert - Neil Sherwin-Sheilds, Eva De Gosztonyi)

The roles vary dependent on the training and skill background and needs per centre. It may include a combination of instructor, resource co-ordinator, student advisor, tutor, etc.

Clerk Stenographer II (Regina - Aven Ross)
(Saskatoon - Lois Gibb)
(Prince Albert - Shirley Warren)

The role of the Clerk-steno II is that of support staff to the co-ordinator and faculty of each centre. Their main duties include typing, filing, answering telephones, and other duties consistent with the description of Clerk-Stenographer II.

(H)

M I S C E L L A N E O U S

SUNTEP - MISCELLANEOUS

1. Questions Often Asked (Open)

2. Sample Outlines for Presentations

a) Brief overview of Gabriel Dumont Institute:

- i) Objectives
- ii) Programs
- iii) Administrative Structure

b) SUNTEP

- i) Description (What is it?) (See Page 1)
- ii) Entrance Requirements (What I need to get in)
- iii) Applications, References and Interviews (How do I get in?)
- iv) Program Features:
 - (a) Time Frame(4 years)
 - (b) Native Studies/Cross Cultural Education Emphasis
 - (c) Support System
 - (d) Bursary Program

c) Centres

- i) Locations
- ii) Staff
- iii) Some comparisons

d) Question Period

3. Telephone Numbers and Addresses

Rita Bouvier, Director
Room 12, McLean Hall
University of Saskatchewan
SASKATOON, Saskatchewan (Phone: 665-0828)

Liz Cooper, Co-ordinator(Regina)
300 - 2505 11th Avenue
REGINA, Saskatchewan S4P 0K6 (Phone: 522-5691)

Brian Aubichon, Co-ordinator(Saskatoon)
Room 12, McLean Hall
University of Saskatchewan
SASKATOON, Saskatchewan (Phone: 343-3655)

Francis Rinkman, Co-ordinator(Prince Albert)
54 - 10th Street East
PRINCE ALBERT, Saskatchewan S6V 0Y5 (Phone: 764-1797)

NORTEP

Micheal Timchuk

Box 592

LA RONGE, Saskatchewan SOJ 1L0 (Phone: 425-3099)

ITEP

Orest Mórowski

Indian Teacher Education Program

College of Education, University of Saskatchewan

SASKATOON, Saskatchewan (Phone: 343-2005)

(I)

INQUIRIES, PRESENTATIONS LOG

SUNTEP
YEAR I FIELD EXPERIENCE
EXPECTATIONS

General Expectations:

1. The students are expected to be at school early enough to discuss the day's work and to stay at school long enough to make it convenient for the teacher to discuss the day's progress and to plan for the next day.

2. Students are expected to make a regular arrangement to contact teachers to plan the specific assignment for the next week.

3. We would appreciate co-operating teachers encouraging students to discuss their SUNTEP classes and field experience plans with the co-op teacher.

4. We would like co-operating teachers to encourage students to take initiative in the classroom and to try different aspects of the teacher's classroom duties.

5. A lesson plan is required for every lesson taught, even to a small group. These are to be kept in the student's logbook.

6. Students are asked to collect ideas, resources, and materials for their own professional files.

7. We hope that students will have a chance to observe different grades and divisions.

8. Students should teach at least 10 formal lessons during the year. These may be with small groups or the entire class.

9. Students are expected to carry out a detailed, long-term observation of one child.

10. Students are expected to spend some time each day observing and recording classroom routines and events.

11. Students are expected to become involved with and help out with extra-curricular activities and other school events.

Expectations for the Fall Block:

1. Students are expected to become familiar with:
 - a) names of all children in their classroom,
 - b) the name and role of the principal and vice-principal,
 - c) the names and jobs of all other persons working in the school,
 - d) the location and rules of resource centres and A/V equipment,
 - e) playground rules,
 - f) routines of their classroom,
 - g) the physical layout of the school,
 - h) operation of staffroom.
2. Students are expected to keep a logbook of all experiences.
3. Students are expected to include copies of classroom plans, handbooks, newsletters, or any other pertinent information in this logbook.
4. Students are expected to begin careful observation of one child. This child should be chosen in discussion with the teacher. All data gathered about children must be kept strictly confidential. It is unprofessional to discuss this child by name with anyone other than his parents, his teacher, his principal, and support staff agreed to by the parents. It is unprofessional to discuss the child at all with anyone outside this group and the SUNTEP program.
5. Students are expected to take initiative and offer to help with classroom routine and chores.

CO-OP TEACHERS WORKSHOP

CONTENT:

1. Time with students
2. Developmental program
3. Johari Window/Supervision Cycle
4. Expectations: - first block
- year

9:00 - 9:15 - Introduction to each other
- alter ego

9:15 - 10:30 - Program details
- Concept of developmental teacher education

c o f f e e

10:45 - 12:00 - Supervision cycle
- non-prescriptive supervision
- role play (Liz & Sherry)

1:00 - 2:00 - Dialogue between co-ops and students

c o f f e e

2:15 - 3:00 - Expectations - (handouts)
- first block
- year I