

**Bachelor of Education (After Degree)**

**Midpoint Assessment**

**for**

**Field Experience 600**

*Teachers and Teaching,*

*Learners and Learning*

**Midpoint Assessment Communication**

The following midpoint documents are to be completed **collaboratively** by the pre-service teacher and the partner teacher at the end of week three. The Midpoint Assessment is used to communicate the pre-service teacher's progress in meeting the expectations for a successful field experience.

This document also provides opportunity for reflection, goal setting and the commitment to developing competency in areas of need. The midpoint assessment should focus on *PST goals to support* ***becoming*** *an effective teacher.*

These documents are formative and are **not** included with the Final Evaluation documentation.

Midpoint assessment documents will be shared with the university consultant for transparency to the pre-service teacher’s progress. ***PSTs will submit their midpoint assessments to their Field Experience 600 Seminar Google Classroom by Friday, January 27th, 2023.***

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| **Areas of Reflection, Goal Setting, and commitment to development:** |
| Fostering Effective Relationships |
| Demonstrating the ability to engage in career-long learning |
| Demonstrating a Professional Body of Knowledge |
| Establishing Inclusive Learning Environments |
| Adhering to Legal Frameworks and Policies |
| **Area of Reflection and Goal Setting** |
| Applying Foundational Knowledge about First Nations, Métis, and Inuit |

**A. Field Experience Midpoint Assessment Rubric**

Partner teachers, in collaboration with pre-service teachers, will use the following guidelines to develop the pre-service teacher midpoint assessment. Pre-service teacher performance will be examined through careful and critical analysis and referenced to four of six competencies of the TQS.

All assessment will be informed by the TQS with consideration of the pre-service teacher point in professional growth and development. At all times in FE 600, the expectation is for pre-service teachers to demonstrate *an awareness of and an attempt to* implement the competencies. An evaluation of “emergent” may result in a Notice of Concern (as per the [School of Education policies](https://ambrose.edu/undergrad-academic-calendar/programs-study/education-after-degree/education-academic-policies)) in consultation with the Partner Teacher, and University personnel. *Consideration of each competency is informed through classroom observations, meetings, pre-service teacher Field Journal reflections, lesson planning and design. The formative nature of this assessment will provide a plan for success in the second half of practicum.*

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| **Meeting Competency Expectations***Informed by the Six TQS Competencies,* *the PST should be able to* *demonstrate****an awareness of****,* *and* ***an attempt to*** *implement the following:* | **Not** **Yet** **Addressed***-this area will be addressed/explored in FE 600***(✓)** | **1*****Emergent******on the learning continuum*** *-not yet meeting competency expectations**-requires growth**-significant gaps to be addressed in final 2 weeks of FE 600***(✓)** | **2*****Capable******on the learning continuum****-working towards competency expectations***(✓)** | **3*****Consistent******on the learning continuum****-meeting competency expectations* **(✓)** |
| **Fosters effective relationships** through communication, classroom management and classroom climate. |  |  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Oral and written language Tone and rapport Voice and language Low key responses Leadership Transitions and routines Conflict resolution Teaching/learning Listening skills Engagement technologies  |
| **Engages in career-long learning** through reflection and self-evaluation.  |  |  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Assess own teaching with an eye to improve Engage in questioning Seek, accept, and implement feedbackGuide actions with a vision of the purpose of the teacher, adjust actions with new learning |
| **Demonstrates a professional body of knowledge** through preparation, planning and use of a variety of assessment strategies.  |  |  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Time management Organization Lesson plans for individual lessons Adapting assessment tools Balanced use of formative and summative assessments Learning strategies to accommodate diverse learning needs  |
| **Establishes inclusive learning environments** through teaching skills and strategies.  |  |  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Alignment of strategies to learner needs Varied resources to support differentiation Flexibility Adjust pacing to meet learner needsDifferentiation of instruction Student interest |
| **Meeting Competency Expectations** | **Not****Yet****Addressed****(✓)** | **1*****Emergent******on the learning continuum*** *-not yet meeting competency expectations**-requires growth**-significant gaps to be addressed in final 2 weeks of FE 600***(✓)** | **2*****Capable******on the learning continuum****-working towards competency expectations***(✓)** | **3*****Consistent******on the learning continuum****-meeting competency expectations* **(✓)** |
| **Adheres to legal frameworks and policies** through professional qualities and attributes.  |  |  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Work ethic and initiative Appearance Attitude, energy, thoughtfulness, reflective, & commitment Interpersonal skills, collegiality, and teamwork |

 *For consideration in FE 600 \*required in FE 700*

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| **Meeting Competency Expectations** | **Not Yet****Addressed****(✓)** | **Beginning to be** **Addressed**-area of reflection and goal setting**(✓)** |
| **Applies foundational knowledge about First Nations, Métis and Inuit** through authentic and appropriate learning activities**.**  |  |  |
| *Evidences may include some or all of the following: Highlight or* ***BOLD*** *those that apply* Cultural sensitivity Relevant learning resources Understanding contextual variables Curriculum and content knowledge |

**B. Field Experience Feedback**

Pre-service teachers bring diverse strengths and unique skills to practicum. This section is an opportunity to highlight these for the PST. Which two competencies are their current strength?

*This section may or may not be informed by the six TQS competencies.*

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| **The pre-service teacher has demonstrated these strengths in the first three weeks of FE 600 practicum:** |

**C. Field Experience 600 Goal Setting**

Partner teachers, in collaboration with pre-service teachers, will create goals and strategies for the FE 600 part of their final practicum. *Refer to the TQS (Appendix A) when creating the field experience action plan.*

**We have discussed and identified the following next steps for the pre-service teacher:**

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**The pre-service teacher has identified evidence to develop those next steps by:**

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*\*Please refer to the TQS evidences in Appendix A*

*This document is not submitted in the final evaluation package; it is used for formative feedback only.*

*It must be completed and discussed by Friday, January 27th, 2023. Signatures indicate that both parties have*

*seen the document and have discussed the contributions.*

PT Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PST Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PT Name Type name here PST Name Type name here

**Appendix A: Alberta Education Teaching Quality Standard (reference)**

*The following are examples of what may be considered evidence of the competencies. The TQS should be considered an aspirational document, guiding the ongoing professional growth and development of pre-service and in-service teachers.*

*This does not encompass all possible evidences, and all evidences are not required for success in FE700.*

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| 1. **Fostering Effective Relationships**
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| A pre-service teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning. Possible evidences include but are not limited to: acting consistently with fairness, respect and integrity; demonstrating empathy and a genuine caring for others; providing culturally-appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning; inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom; collaborating with community-service professionals, including mental health, social services, justice, health and law enforcement; honouring cultural diversity and promoting intercultural understanding. |

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| 1. **Engaging in Career-Long Learning**
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| A pre-service teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Possible evidences include but are not limited to: collaborating with other teachers to build personal and collective professional capacities and expertise; actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; seeking, critically reviewing and applying educational research to improve practice; enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; maintaining an awareness of emerging technologies to enhance knowledge and inform practice. |

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| 1. **Demonstrating a Professional Body of Knowledge**
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| A pre-service teacher develops a current and comprehensive repertoire of effective co-planning, instructional, and assessment practices to meet the learning needs of every student. Possible evidences include but are not limited to: co-planning and designing learning activities that communicate high expectations of students, are varied, engaging and relevant to student learning, and consider student variables; practicing a variety of instructional strategies to engage students in meaningful learning activities; applying assessment and evaluation practices that honor unique strengths and abilities. |

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| 1. **Establishing Inclusive Learning Environments**
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| A pre-service teacher can identify and implement inclusive practices. Possible evidences include but are not limited to: fostering equality and respect regarding age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation; practicing appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth; communicating a philosophy of education affirming that every student can learn and be successful; developing an awareness of and facilitating responses to the emotional and mental-health needs of students; beginning to recognize specific learning needs of individuals or small groups of students; identifying classroom-management strategies that promote positive, engaging learning environments; incorporating students’ personal and cultural strengths into teaching and learning; providing opportunities for student leadership.  |

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| 1. **Applying Foundational Knowledge about First Nations, Métis and Inuit**
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| A pre-service teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Possible evidences include but are not limited to: supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis and Inuit education; using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit; and understanding the historical, social, economic, and political implications of: 1) treaties and agreements with First Nations; 2) legislation and agreements negotiated with Métis; and 3) residential schools and their legacy. |

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| 1. **Adhering to Legal Frameworks and Policies**
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| A pre-service teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. Possible evidences include but are not limited to: maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation; engaging in practices consistent with policies and procedures established by the school authority; recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students. |