**Ambrose University** **Field Experience 600 FINAL EVALUATION**

**Winter 2024**  **5-week practicum**

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| The FE600 5-week field experience is placed in the second term of the first year of study in the Bachelor of Education program at Ambrose University. With guidance from the partner teacher, the pre-service teacher (PST) gradually assumes up to 50% responsibility for the *co-planning*, assessment, and instructional duties of the partner teacher, while developing meaningful student relationships and effective classroom management. Throughout the field experience practicum, the PST engages in reflective practice and shared praxis to embody professional attributes consistent with PST expectations. Please use the following evaluation documents and the TQS competency descriptors to share the pre-service teacher’s competency development in FE600. |

*All partners in the FE600 field experience are required to sign this page.*

Pre-service teacher:      Type name here

*Signature* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner teacher:       Type name here

*Signature* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University consultant:      Type name here

*Signature* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:                   Grade:

This box is filled in by the preservice teacher, but the university consultant will designate and sign off that the preservice teacher either receives or does not receive credit for FE 600.

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| [name]  **has** \_\_\_ received credit \_\_\_not received credit **for FE600** on the \_\_\_ day of \_\_\_\_, 2024.University Consultant Initials \_\_\_\_\_\_\_\_ |

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| **TQS Competency**  *Indicate student achievement with an X in the appropriate column* | **Does Not**  **Meet Requirements** | **Requires Growth**  in Meeting Requirements | **Demonstrates Accomplishment**  in Meeting Requirements |
| **Fostering Effective Relationships** |  |  |  |
| **Engaging in Career Long Learning** |  |  |  |
| **Demonstrating a Professional Body of Knowledge** |  |  |  |
| **Establishing Inclusive Learning Environments** |  |  |  |
| **Adhering to Legal Frameworks and Policies** |  |  |  |

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| **Area of Reflection**  **and**  **Goal Setting** | **Beginning to be addressed**  in reflection  and goal setting | **Demonstrates growth**  in Meeting Requirements |
| **Foundational knowledge about First Nations, Métis, and Inuit** |  |  |

*The preservice teacher has met the professional expectations of this practicum. This includes arriving on time and being prepared to teach. \_\_\_\_\_\_* Partner Teacher initials \_\_\_\_\_\_\_\_\_ University Consultant Initials

**The final FE600 evaluation includes:**

Partner teacher comments, university consultant comments, seminar instructor comments and the pre-service teacher self-evaluation. All signatures on the first page indicate the information contained here has been shared with all partners in the FE600 field experience.

**Section A**

*This section (A1, A2, & A3) is to be completed by the partner teacher.*

*(Partner teacher sections A2 & A3 can be in point form.)*

**Section B**

*This section is to be completed by the university consultant.*

**Section C**

*This section has been completed by the seminar instructors for the FE600 seminars.*

**Section D**

*This section is to be completed by the pre-service teacher.*

**Section E**

*Teaching Quality Standard – for your reference*

***Use the Teaching Quality Standard (TQS) competency descriptors to guide your evaluation narrative.***

Fostering Effective Relationships

Builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Engaging in Career-Long learning

Engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Demonstrating a Professional Body of Knowledge

Applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Establishing Inclusive Learning Environments

Establishes, promotes and sustains inclusive learning environments where diversity is embraced, and every student is welcomed, cared for, respected and safe.

Applying Foundational Knowledge about First Nations, Métis and Inuit

Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Adhering to Legal Frameworks and Policies

Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

**Section A – Partner Teacher**

**A1. Field Experience Assessment Rubric**

Partner teachers and university consultants are expected to consider the following rubric when developing the pre-service teacher final evaluation. Pre-service teacher performance will be examined through careful and critical analysis and referenced to the learning continuum of the rubric. Consideration of each competency is informed through classroom observations, meetings, pre-service teacher Field Journal reflections, lesson planning and design, and the field experience practicum *as a whole*.

**Partner Teachers – please check one box in each row to indicate PST achievement:**

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| **Ambrose University Pre-service Teacher Assessment Rubric** | | |
| **GROWTH CONTINUUM** | | |
| 1  **Emergent**  *on the learning*  *continuum* | 2  **Capable**  *on the learning*  *continuum* | 3  **Consistent**  *on the learning*  *continuum* |
| * There is **some** evidence of the pre-service teacher’s ability to independently demonstrate competency *at this point in the field experience.* | * **Most** evidence denotes the pre-service teacher’s ability to independently demonstrate competency *at this point in the field experience.* | * There is **consistent observable** evidence of the pre-service teacher’s ability to independently demonstrate competency *at this point in the field experience.* |
| * PST performance is **inconsistent** *at this point in the field experience*and the PST **rarely** seeks feedback. Feedback situations are avoided or missed. | * PST performance is **appropriate** in commitment to continued growth *at this point in the field experience* and the PST **sometimes** seeks feedback. | * PST performance is **consistent** in the indication of a high level of commitment to continued growth *at this point in the field experience* and PST seeks, **values, and incorporates** feedback. |
| * The PST **rarely** demonstrates initiative. | * The PST demonstrates initiative **in certain settings and with support and guidance.** | * The PST **consistently** demonstrates initiative. |
| * PST reflections are **incomplete** or lack the meaningful content expected of a pre-service teacher *at this point in the field experience.* | * PST reflections **begin** to communicate meaningful content and are **appropriate** in the quality and quantity expected of a pre-service teacher *at this point in the field experience.* | * PST reflections **consistently** communicate the initiative, insight, growth, and incorporation of feedback expected of a pre-service teacher *at this point in the field experience.* |
| * There is evidence of **basic** implementation of the tools, strategies or resources provided. | * There is evidence of **appropriate** implementation of the tools, strategies or resources provided, **with support and guidance.** | * There is evidence of **consistent comprehension and implementation** of the competencies, tools, strategies, or resources provided. |
| * There is **minimal** collaborative commitment on the part of the PST and **limited** connection between pedagogy and classroom practice. | * There is a **beginning** sense of the collaborative commitment of the PST and connection between pedagogy and classroom practice is **appropriate.** | * The collaborative commitment of the PST when connecting pedagogy and classroom practice is **consistent and effective** |
| * PST demonstration of professionalism and accountability is **limited.** | * The PST **generally** demonstrates professionalism and accountability. | * The PST **frequently** demonstrates professionalism and accountability. |

**A2. Classroom Environment**

*Provide a brief description of the classroom environment and responsibilities of the pre-service teacher. This can be in point form.*

Classroom Environment & PST Responsibilities:

**A3. Partner Teacher Comments**

*Using the TQS descriptors, describe the pre-service teacher’s competency development over the course of the 600 field experience. This can be in point form.*

Pre-service teacher competency development:

**Section B. University Consultant Narrative**

*Using the TQS descriptors, describe the pre-service teacher’s competency development over the course of the 600 field experience.*

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**Section C**

**Seminar Instructor Narrative**

*Guided by the following descriptors from the TQS, share your observations of the pre-service teacher’s professional disposition.*

Collaborating with other teachers to build personal and collective professional capacities and expertise. (1a)

Recognizing that the professional practice of a teacher is bound by standards of conduct (6c)

The FE600 seminar component focuses on weekly topics tied to field experience practicum and builds specific connections to the six Teaching Quality Standard (TQS) competencies. Cohort members are expected to consider the weekly FE600 seminar topics as they endeavor to implement the TQS competencies in practice. The bulk of seminar work is collaborative and encourages cohort members to engage in shared praxis.

Professional learning during FE600 Seminars help to build an understanding of the expectations of a pre-professional. Pre-service teachers are beginning to apply this understanding to their emerging teacher identity construction. FE 600 pre-service teachers demonstrate the standard of care expected of an adult entrusted with the supervision, care, and education of students.

All pre-service teachers completed a Case Study task within the five weeks of FE600, an important connection to their intentional noticing in practicum. Pre-service teachers are required to attend all weekly seminars in FE600. Through positive engagement in seminar discussions, the PSTs demonstrated the expectations of knowledge and understanding required for success as a pre-professional. The FE600 course has contributed to building a body of knowledge and insights into the legal framework and policies that shape preservice teacher actions.

Patricia Nameth & Crystal Pelletier

*Field Experience 600 Seminar Instructors*

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**Section D**

**Pre-service Teacher Self-Evaluation**

*Guided by the TQS competencies (Section F), describe how you have demonstrated competency development over the course of Field Experience 600.*

*Below are some guiding reflections you can use to articulate your self-evaluation. Answer these questions directly or use them for inspiration.*

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| **What opportunities did you take up to demonstrate professionalism throughout your field experience?** |
| **Describe how you effectively developed and nurtured relationships to facilitate student learning.** |
| **Describe how assessment deepened your understanding of teaching and learning diverse students.** |
| **In which competency did you experience the most significant growth? How did you take up this competency to ensure growth?** |

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**Section E – TQS Reference**

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| 1. **Fostering Effective Relationships** |
| **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;  honoring cultural diversity and promoting intercultural understanding. |

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| 1. **Engaging in Career-Long Learning** |
| **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** |
| **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** |
| **A pre-service teacher is able to 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** |
| **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;  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** |
| **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. |