 

**Mount Royal University and Medicine Hat College** **Bachelor of Education**

**Practicum II Evaluation Form**

EDUC 4030 Practicum II – Midterm

EDUC 4030 Practicum II – Final

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| **Pre-service Teacher:** | Stacey Sleeking | **School:** | Isabel F. Cox |
| **Grades/Subject Taught:** | Grade 3 | **Mentor Teacher:** | Candace Robins |
| **Faculty Supervisor:** | Coleen Andjelic | **Date:** | April 15, 2021 |

Most pre-service teachers will demonstrate knowledge, skills, and attributes in the “**Meeting Expectations**” category.

A checkmark in the “**Beginning**” column indicates that the pre-service teacher’s performance is weak but acceptable but in the early stages of development. A checkmark in the “**Proficient**” column indicates that the Pre-service teacher consistently performs at a strong level.

A checkmark in the “**Not Yet Meeting Expectations**” column indicates that the Pre-service teacher is not yet performing at the minimum level of expectation. Pre-service teachers who are rated as **not meeting expectations in any outcome is at risk of failing the practicum**.

If an outcome has not been evident or the pre-service teacher has not had an opportunity to demonstrate it, the mentor teacher is asked to identify this as not applicable (N/A). Please include comments to indicate how this outcome will be addressed in the remainder of the practicum.

Please refer to the Rubrics for EDUC 4030 Practicum Evaluation as a guide when you are completing this evaluation form. Please note that you should be using the rubric to evaluate the student as a pre-service teacher who is developing their practice in a supported environment that leads to recommendation for interim certification. Expectations are different from that of a beginning teacher who is working toward permanent certification.

For the final evaluation, please add as many comments as possible as this information is valuable for the pre- service teacher when completing their growth plan and looking to the next practicum experience.

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| **PROFESSIONAL RESPONSIBILITIES**   1. **Fostering Effective Relationships**   **A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.**  Achievement of this competency is demonstrated by indicators such as:   * 1. acting consistently with fairness, respect and integrity;   2. demonstrating empathy and a genuine caring for others;   3. providing culturally appropriate and meaningful opportunities for students and for parents/guardians as partners in education, to support student learning;   4. inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;   5. collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and   6. honouring cultural diversity and promoting intercultural understanding**.**  1. **Engaging in Career-Long Learning**   **A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.** Achievement of this competency is demonstrated by indicators such as:   * 1. collaborating with other teachers to build personal and collective professional capacities and expertise;   2. actively seeking out feedback to enhance teaching practice;  1. seeking, critically reviewing and applying educational research to improve practice; 2. enhancing the understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; 3. **Establishing Inclusive Learning Environments**   **A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.** Achievement of this competency is demonstrated by indicators such as:  d. fostering in the school community equality and respect with regard to rights as provided for in the  *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;   1. **Applying Foundational Knowledge about First Nations, Métis and Inuit**   **A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.** Achievement of this competency is demonstrated by indicators such as:   * 1. understanding the historical, social, economic, and political implications of:      + treaties and agreements with First Nations;      + legislation and agreements negotiated with Métis; and      + residential schools and their legacy;   2. supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;   3. 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  1. **Adhering to Legal Frameworks and Policies**   **A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta Education system.** Achievement of this competency is demonstrated by indicators such as:   * 1. maintaining an awareness of, and responding in accordance with, requirements authorized under the   *School Act* and other relevant legislation;   * 1. engaging in practices consistent with policies and procedures established by the school authority; and   2. 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. | **Not applicable** | **Not Yet Meeting Expectations** | **Meeting Expectations** | | |
| **Beginning** | **Developing** | **Proficient** |
| 1. Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor |  |  |  |  |  |
| 2. Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans, the Alberta Human Rights Act, the Canadian Charter of Rights and Freedoms) |  |  |  |  |  |
| 3. Collaborates with teachers, students, parents/guardians, local community as partners in education to support students learning |  |  |  |  |  |
| 4. Engages with colleagues in professional learning |  |  |  |  |  |

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| 5. Establishes professional and ethical relationships |  |  |  |  |  |
| 6. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections |  |  |  |  |  |
| 7. Honours cultural diversity and promotes intercultural understanding |  |  |  |  |  |
| 8. Supports student achievement by engaging in collaborative approaches to capacity building in First Nations, Métis and Inuit education |  |  |  |  |  |
| 1. Understands the historical, social, economic, and political implications of:    * treaties and agreements with First Nations;    * legislation and agreements negotiated with Métis; and    * residential schools and their legacy |  |  |  |  |  |
| **Comments:**  Stacey displays all the qualities of a professional in her preparedness for her lessons, her conversations with students, colleagues and parents and in her appearance.  Stacey took part in all professional development offered to her during her practicum and was able to incorporate some of the learning into her projects.  Over the course of her time at IF Cox she developed strong professional relationships with colleagues. | | | | | |

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| **PLANNING FOR LEARNING**   1. **Demonstrating a Professional Body of Knowledge**   **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.** Achievement of this competency is demonstrated by indicators such as:   * 1. planning and designing learning activities that:      + address the learning outcomes outlined in programs of study;      + reflect short, and medium range planning;      + incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;      + ensure that all students continuously develop skills in literacy and numeracy;      + communicate high expectations for all students;      + foster student understanding of the link between the activity and the intended learning outcomes;      + consider relevant local, provincial, national and international contexts and issues;      + are varied, engaging and relevant to students;      + build student capacity for collaboration;      + incorporate digital technology and resources, as appropriate to build students capacity;      + consider student variables;   2. using instructional strategies to engage students in meaningful learning activates, based on:      + specialized knowledge of the subject areas they teach;      + an understanding of students’ backgrounds, prior knowledge and experiences;      + a knowledge of how student develop as learners;  1. **Establishing Inclusive Learning Environments**   **A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.** Achievement of this competency is demonstrated by indicators such as:  d. being aware of and facilitating responses to the emotional and mental health needs of students;  **5. Applying Foundational Knowledge about First Nations, Métis and Inuit**  **A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.** Achievement of this competency is demonstrated by indicators such as:  d. supporting the learning experience of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. | **Not applicable** | **Not Yet Meeting Expectations** | **Meeting Expectations** | | |
| **Beginning** | **Developing** | **Proficient** |
| 1. Uses programs of study to set learning goals |  |  |  |  |  |
| 2. Analyzes resources (e.g. Programs of Study, teaching materials, textbooks) and considers current issues to select appropriate teaching strategies and design relevant learning experiences |  |  |  |  |  |

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| 3. Translates outcomes into coherent short, medium and long range plans |  |  |  |  |  |
| 4. Demonstrates understanding of pedagogies appropriate to the discipline, including literacy and numeracy |  |  |  |  |  |
| 5. Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences |  |  |  |  |  |
| 6. Develops varied activities and assignments that are relevant, clearly aligned with learning goals, require deep thinking and support student engagement, collaboration and choice |  |  |  |  |  |
| 7. Plans for multiple paths to learning for individuals and groups of learner |  |  |  |  |  |
| 8. Uses 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, experience and contemporary contexts of First Nations, Métis and Inuit |  |  |  |  |  |
| 9. Uses resources that accurately reflect and demonstrate the strength of First Nations, Métis and Inuit |  |  |  |  |  |
| **Comments:**  Stacey demonstrates excellence through detailed, well thought out unit and lesson plans that are complete with differentiation, formative and summative assessment, and extension activities.  All lessons include curricular outcomes and engaging activities to hook students. Stacey had the opportunity to take part in an extended practicum experience that allowed her to be a part of classroom set up in August and she was able to spend the first week of school with the students.  As part of the extended practicum, Stacey visited the class weekly.  Stacey used her weekly visits to build strong relationships with her students.  These strong student connections enabled her to know her students well allowing her to plan very specific lessons and units tailored to the learning needs and styles of the classroom. In all cases, Stacey incorporated the established philosophy of a balanced approach between activity centered, project based learning partnered with a direct lesson approach to meet the needs of all her learners. Stacey has good management of time constraints to achieve successful lessons with either a project approach or a stand and deliver style.  By using this combined approach, she was able to differentiate instruction to meet the needs of the wide range of abilities within the classroom easily. | | | | | |

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| **FACILITATING LEARNING**   1. **Engaging in Career-Long Learning**   **A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.** Achievement of this competency is demonstrated by indicators such as:  f. Maintain an awareness of emerging technologies to enhance knowledge and inform practice;   1. **Demonstrating a Professional Body of Knowledge**   **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.** Achievement of this competency is demonstrated by indicators such as:   * 1. planning and designing learning activities that:      + address the learning outcomes outlined in programs of study;      + reflect short, and medium range planning;      + incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;      + ensure that all students continuously develop skills in literacy and numeracy;      + communicate high expectations for all students;      + foster student understanding of the link between the activity and the intended learning outcomes;      + consider relevant local, provincial, national and international contexts and issues;      + are varied, engaging and relevant to students;      + build student capacity for collaboration;      + incorporate digital technology and resources, as appropriate to build students capacity;      + consider student variables;   2. using instructional strategies to engage students in meaningful learning activates, based on:      + specialized knowledge of the subject areas they teach;      + an understanding of students’ backgrounds, prior knowledge and experiences;      + a knowledge of how student develop as learners; | **Not applicable** | **Not Yet Meeting Expectations** | **Meeting Expectations** | | |
| **Beginning** | **Developing** | **Proficient** |
| 1. Uses a variety of teaching strategies to engage learners in rich learning experiences |  |  |  |  |  |
| 1. Integrates digital technology and resources, as appropriate, to build capacity for:    * Acquiring, applying and creating new knowledge;    * Communicating and collaborating with others, critical thinking; and    * Assessing, interpreting and evaluating information from diverse sources |  |  |  |  |  |

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| 3. Communicates and monitors high and achievable expectations in student-friendly language |  |  |  |  |  |
| 4. Scaffolds student understanding including knowledge, skills, and strategies |  |  |  |  |  |
| 5. Provides clear explanations with rich language and examples |  |  |  |  |  |
| 6. Analyzes and responds to student misconceptions |  |  |  |  |  |
| 7. Engages in discussions and inquiry that invite high level thinking and engagement of all students |  |  |  |  |  |
| 8. Paces lessons appropriately for all students including time for reflection and closure |  |  |  |  |  |
| **Comments:**  Stacey uses a variety of teaching methods to engage all learners and meet their specific learning needs.  She flawlessly integrated technology to enhance her lessons and activities. Stacey is equally comfortable using teacher led lessons and student led activities.  She understands the value and usage of both strategies.  During her practicum she became extremely effective at engaging the students in their learning.  She is careful and consistent with finding creative ways to ensure the children maintain a high level of commitment to their tasks.  All lessons were full of intriguing activities and challenges that were differentiated to challenge all learners.  By using formative assessment during her interactions with the students, Stacey was able to quickly respond to student misconceptions and reflect the changes needed in her follow up lessons.  Stacey's explanations, demonstrations and questions are designed to fully engage and enhance student learning. | | | | | |

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| **ASSESSMENT**   1. **Demonstrating a Professional Body of Knowledge**   **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.** Achievement of this competency is demonstrated by indicators such as:   * 1. planning and designing learning activities that:      + address the learning outcomes outlined in programs of study;      + reflect short, and medium range planning;      + incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;      + ensure that all students continuously develop skills in literacy and numeracy;      + communicate high expectations for all students;      + foster student understanding of the link between the activity and the intended learning outcomes;      + consider relevant local, provincial, national and international contexts and issues;      + are varied, engaging and relevant to students;      + build student capacity for collaboration;      + incorporate digital technology and resources, as appropriate to build students capacity;      + consider student variables;  1. applying student assessment and evaluation practices that    * accurately reflect the learner outcomes within the programs of study;    * generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;    * provide a variety of methods through which students can demonstrate their achievement the learning outcomes;    * provide accurate, constructive and timely feedback on student learning; and    * support the use of reasoned judgement about the evidence used to determine and report the level of student learning; | **Not applicable** | **Not Yet Meeting Expectations** | **Meeting Expectations** | | |
| **Beginning** | **Developing** | **Proficient** |
| 1. Uses varied and relevant assessments to identify learner needs and adjust instruction; includes varied ways of addressing misunderstandings |  |  |  |  |  |
| 2. Creates multiple and varied assessment tools that align with outcomes |  |  |  |  |  |
| 3. Develops learner understanding of learning goals and achievement expectation to promote self-monitoring |  |  |  |  |  |

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| 4. Provides specific, timely, constructive feedback to help students monitor their own learning |  |  |  |  |  |
| 5. Reflects on assessment data with students and colleagues to support reasoned judgement about the evidence use to report the level of student learning |  |  |  |  |  |
| **Comments:**  All lessons and units were curriculum based, relevant, and assessed in a variety of ways.  These assessments included rubrics, one on one demonstration of concept attainment, self – evaluation and outcome based checklists. Stacey is excellent and very skilled at giving students formative feedback during the learning process.  She is very organized at keeping records and is continuously checking in on where each learner is to keep each student progressing and provide individual challenges. Stacey understands instructional strategies and assessment techniques very well. | | | | | |

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| **INCLUSIVE ENVIRONEMENT**   1. **Establishing Inclusive Learning Environments**   **A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.** Achievement of this competency is demonstrated by indicators such as:   * 1. fostering in the school community equality and respect with regard to rights as provided for in the   *Alberta Human Rights Act* and the *Canadian Charter of rights and freedoms*;   * 1. using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth;  1. employing classroom management strategies that promote positive, engaging learning environments; 2. incorporating students’ personal and cultural strengths into teaching and learning; 3. **Applying Foundational Knowledge about First Nations, Métis and Inuit**   **A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.** Achievement of this competency is demonstrated by indicators such as:   * 1. supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;   2. 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;   3. supporting the learning experience of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. | **Not applicable** | **Not Yet Meeting Expectations** | **Meeting Expectations** | | |
| **Beginning** | **Developing** | **Proficient** |
| 1. Makes reasoned decisions in response to contextual variables (e.g. gender, religion, social and economic factors, maturity, relationships amongst students, prior knowledge and learning, cultural and linguistic backgrounds, second language learning, health and wellbeing, emotional and mental health, and physical, social and cognitive ability) |  |  |  |  |  |
| 2. Plans a classroom environment that is physically, socially, culturally and psychologically secure |  |  |  |  |  |
| 3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour |  |  |  |  |  |
| 4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, increase self-confidence, and show leadership |  |  |  |  |  |
| 5. Uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth |  |  |  |  |  |
| 6. When needed, collaborates with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes |  |  |  |  |  |
| **Comments:**  Since Stacey was able to share in establishing routines and expectations early in the year because of her participation in the extended practicum, she was able to use her own strategies very effectively during the practicum. The children were focused, engaged and excited with the numerous learning opportunities that Stacey provided. Stacey’s expectations of the children were clear and disruptions seldom occurred. Stacey has very strong management techniques through the use of verbal and non – verbal cues. She was comfortable using the already established behavior plan. The children respected Stacey and looked to her as the teacher. Stacey was very aware of the many individual differences within the classroom and effectively managed the variety of personalities and behavioral challenges. She demonstrated a very genuine interest and concern for all the children. | | | | | |

**MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH**

**Strengths/ Professional Learning Achieved:**

Stacey brings a strong skill set to her teaching.  She is proficient at building strong relationships, behavior management, formative and summative assessment and developing engaging lessons and activities that meet her students’ needs. Stacey was able to develop behavioral management skills by following a behavior plan for a specific student in her classroom. Along with building the ability to manage a strong behavior she was able to differentiate her lesson planning to differentiate for some students with an IPP. Stacey has a strong passion for teaching which is very evident in the commitment she put forth over the twelve week practicum experience.  Stacey is personable and very able to fit into any staff flawlessly. I highly recommend her for any upcoming teaching positions.  She would be an incredible asset to any classroom and any school would be fortunate to have her. I wish her every success in her teaching career.  She is amazing and I look forward to the day we can collaborate together again.

**Suggestions/ Areas for Growth:**

Stacey continues to develop the skill of scaffolding instruction to break learning into smaller chunks and build student skill-sets through differentiation by guiding them into independent mastery.

**PRE-SERVICE TEACHER RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH**

This practicum has allowed me to reflect on the importance and benefits of scaffolding my lessons for my students. I have experienced first-hand how effective it can be to stop a lesson or project when things aren’t going as planned and take it back to the beginning and chunk the learning into smaller parts for deeper understanding. The result was better student understanding and engagement as well as overall better quality of work from my students.

**FACULTY SUPERVISOR COMMENTS**

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| **EDUC 4030 Practicum II - Final Evaluation** | | | | |
| Credit  No Credit | | | | |
| Stacey Sleeking |  | Candace Robins |  | Click or tap here to enter text. |
| Pre-service Teacher Signature |  | Mentor Teacher Signature |  | Faculty Supervisor Signature |
| April 20, 2021 |  | April 15, 2021 |  | Click or tap here to enter text. |
| Date |  | Date |  | Date |