

EDUC 540: FIELD EXPERIENCE III
PARTNER TEACHER MIDTERM ASSESSMENT
PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT

Pre-service Teacher's Name: **Lauren Marshall** **ID#:** **Date:**
Nov. 18th, 2022

The following criteria have been created based on the Teaching Quality Standard (2018) competencies and indicators associated with this course. They represent a more general view of the competencies that one could expect to see at the mid-point of the placement. For a detailed account of the competencies associated with this course, please refer to the Teaching Quality Standard (2018) – Application and Assessment for Field Experience document.

ESTABLISHING PEDAGOGICAL RELATIONSHIPS	Consistent	Progressin g	Not Yet Evident
<p>Demonstrates fairness, mutual respect and genuine caring for others. Adapts instruction with the intention of meeting diverse learner needs. Creates a learning environment that is organized, effective and highly engaging.</p> <p>Lauren has been exposed to a variety of learners in her short time teaching at Crowther Memorial. Lauren is organized in her planning. She ensures a variety of activities, appealing to the diverse learners in her various classes.</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>

UNDERSTANDING OF CURRICULUM/DISCIPLINE	Consistent	Progressin g	Not Yet Evident
<p>Demonstrates the ability to structure relevant concepts and skills that engage diverse learners. Demonstrates knowledge of relevant curriculum documents and resources.</p> <p>At this time in Lauren's practicum we are beginning to further investigate curriculum, resources and available technology to better meet the needs of a variety of classroom learners.</p>	<input type="checkbox"/>	✓	<input type="checkbox"/>

PREPARING TO TEACH	Consistent	Progressin g	Not Yet Evident
<p>Demonstrates the ability to plan collaboratively and individually to provide students with lessons that are meaningful and incrementally progressive.</p> <p>Lauren has demonstrated a clear understanding of the progressive nature of lesson planning. This has been evident in all subjects that she is teaching. Her use of scaffolded learning is consistent, we will continue to build capacity in this area.</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>
<p>Reflects on her/his instructional practices and incorporates reflection in instructional planning.</p> <p>Lauren and I have had valuable de-brief conversations. Lauren is very open to feedback and suggestions, seeking clarification where necessary. Lauren incorporates and adjusts to utilize suggested feedback.</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>

WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION

<p>Locates and incorporates material, resources and talents of other people in planning and instruction.</p> <p>Lauren has well prepared lessons with appropriate resources. It is evident that Lauren understands the value of incorporating the talents and insights of others. Moving forward we will work on adding to a library of resources that speak to the diversity of the classroom.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Engages in a variety of appropriate forms of assessment to support learning.</p> <p>We are progressing through the assessment scenarios for the different courses that Lauren is responsible for. We will continue to build, add and adjust.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BECOMING A PROFESSIONAL	Consistent	Progressing	Not Yet Evident
<p>Demonstrates a strong yet caring and respectful command of the classroom through voice and interaction with students.</p> <p>Lauren is invested in building relationships with her students. She has demonstrated consistent classroom expectations and boundaries. Lauren has exceeded my expectations for classroom relationships this early in her teaching.</p> <p>Classroom management in a variety of subjects (art, drama, health) is demanding and requires constant, consistent work. Lauren has demonstrated a clear understanding of what is required and is continually working to develop positive classroom expectations.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrates the ability to work collaboratively and collectively to realize school visions and goals. Understands school culture.</p> <p>Lauren and I will be continuing to collaborate and discuss creative ways to implement school values, vision and goals.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrates an understanding of the Professional Code of Conduct and implements it accordingly.</p> <p>Lauren consistently demonstrates her understanding of the Professional Code of Conduct. She is professional in her actions and conversations.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partner Teacher Comments:
GOALS TO WORK ON IN THE NEXT THREE WEEKS
<p>Goals: To develop and establish assessment practices in performance based classes.</p> <p>To continue to develop classroom relationships that foster positive classroom behaviors.</p> <p>November 18, 2022</p> <p>Lauren has stepped into a complicated teaching assignment with grace and determination. I appreciate Lauren staying after school to help with my drama club. I am looking forward to continuing to collaborate with her.</p>

Partner Teacher Name:

Partner Teacher Signature: *G. Sorensen*

Pre-service Teacher Name:

Pre-service Teacher Signature:

Field Instructor Name:

Field Instructor Signature: