

BECOMING A PROFESSIONAL	Consistent	Progressing	Not Yet Evident
Demonstrates a strong yet caring and respectful command of the classroom through voice and interaction with students.	✓		
Demonstrates the ability to work collaboratively and collectively to realize school visions and goals. Conducts oneself, both independently and collegially, to enhance and maintain the quality of the school to the benefit of students, parents, community and colleagues.	✓		
Demonstrates an understanding of the Professional Code of Conduct and implements it accordingly.	✓		

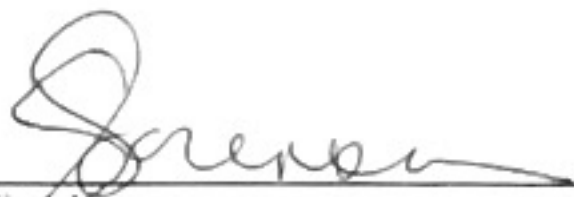
Partner Teacher Comments:

GOALS TO WORK ON IN THE NEXT FOUR WEEKS

Great start to your final practicum Lauren! My teaching assignment is diverse and challenging and you are designing engaging and rich learning tasks for a broad range of students and subjects. I am so impressed with how you have approached your "Justice" unit in Social Studies 9. Your introduction to debate was excellent! You scaffolded the learning with relevant, thought provoking topics and conversation.

Partner Teacher Name:

Printed Glenda Sorensen

Signed 

Pre-service Teacher Name:

Printed Lauren Marshall

Signed 

Field Experience Instructor Name:

Printed Patricia Bolger

Signed _____

EDUC 560: FIELD EXPERIENCE IV
PARTNER TEACHER MIDTERM ASSESSMENT
EXTENDING TEACHING AND CURRICULUM EXPERTISE

Pre-service Teacher's Name: Lauren Marshall

ID#: 30029232

Date: March 17, 2023

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
Demonstrates mutual respect and an understanding of the importance of engaging multiple stakeholders including students, teachers and parents. Adapts instruction with the intention of meeting diverse learner needs by creating multiple paths to learning. Creates a learning environment that is organized, effective and highly engaging.	✓		
UNDERSTANDING OF CURRICULUM/DISCIPLINE	Consistent	Progressin g	Not Yet Evident
Demonstrates the ability to structure relevant concepts and skills that engage diverse learners through the implementation of a variety of instructional strategies. Demonstrates knowledge of relevant curriculum documents and resources and how to incorporate those documents and current research into the creation of meaningful learning experiences for students.	✓		
PREPARING TO TEACH	Consistent	Progressin g	Not Yet Evident
Demonstrates the ability to plan collaboratively and individually. Demonstrates an understanding of the purposes of short, medium and long term range planning and of ways to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students.	✓		
Reflects on her/his instructional practices and incorporates reflection in instructional planning. Demonstrates an understanding of which strategies are appropriate to help different students achieve different outcomes.	✓		
Demonstrates an understanding that student learning is enhanced through the use of home and community resources. Identifies resources relevant to teaching and learning objectives, and how to incorporate these resources into instruction.	✓		
Demonstrates an understanding of the purposes of student assessment. Is able to assess the range of learning objectives by selecting, developing, implementing and analyzing a variety of classroom assessment techniques and instruments.	✓		