**

*Faculty of Education*

**Bachelor of Education (After Degree) Program**

**Education 531 – (Four-Week Field Experience)**

**Final Evaluation**

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| **Student Teacher:** |  |
| **Cooperating Teacher(s):** |  |
| **University Facilitator:** |  |
| **Dates of Field Experience:** |  |
| **School:** |  |
| **Jurisdiction:** |  |

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| **Overall Assessment:** | **Credit** |  | **Non-Credit** |  |

Signatures:

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| ***Cooperating Teacher #1*** |  | ***Cooperating Teacher #2*** |
|  |  |  |
|  |  |  |
| ***Student Teacher*** |  | ***Date*** |

**Note:** **Each page is to be initialled by the cooperating teacher(s) and signed by the student teacher.**

Please use **blue ink** for all signatures and initials.

**The student teacher is required to submit the original Final Evaluation to the Field Experience Coordinator at Concordia University of Edmonton.** Concordia University of Edmonton requires an original of the Final Evaluation.

**G:\Education\FXPs\Evaluation and Self-Reflection\EDUC 531 Year One Final Evaluation**

**Brief Description of the Assignment:**

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|  | **Student Population** [grade level(s), ages, gender, abilities, special needs]: |
| Please limit text to space provided. |  |
|  | **School Context** [school size, class size, opportunities and limitations]: |
| Please limit text to space provided. |  |
|  | **Parental/Community Context** [cultural, socio-economic influences]: |
| Please limit text to space provided. |  |

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| FINAL EVALUATION for Education 531 | | Student Teacher |  | | | |
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| **Domain 1: PREPARATION, PLANNING, ORGANIZING**  *TQS a) Teachers know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students’ learning.*  *TQS b) Teachers know the structure of the Alberta education system.*  TQS c) Teachers know how to use the Guide to Education and programs of study to inform and direct their planning, instruction and assessment of student progress.  *TQS f) Teachers know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students.*  *TQS m) Teachers know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students’ learning.* | | | | | | | |
| **Performance Indicators** | | | | **Expectations Met** | | | |
| **(E) Excellent** | **(P) Proficient** | **(A) Acceptable** | **(C) Challenge** | **E** | **P** | **A** | **C** |
| Uses the Alberta *Program of Studies* to inform and direct planning, instruction, and assessment of student progress. | | | |  |  |  |  |
| Recognizes language and cultural diversity in the classroom and organizes instruction effectively to reveal and value different cultural perspectives. | | | |  |  |  |  |
| Demonstrates appropriate knowledge of the subject disciplines. | | | |  |  |  |  |
| Prepares written **lesson** plans, using a well-defined structure, that demonstrate reasoned, meaningful, and incrementally progressive learning opportunities for students. | | | |  |  |  |  |
| Demonstrates awareness of contextual variables and the ability to respond to these variables with reasoned decisions about their teaching practices and students’ learning | | | |  |  |  |  |
| Sets appropriate learning goals and objectives that are consistent with the needs, interests, and characteristics of the students. | | | |  |  |  |  |
| Demonstrates the ability to use a variety of planning resources and assessment strategies. | | | |  |  |  |  |
| Organizes concepts and activities in a logical and progressive sequence. | | | |  |  |  |  |
| Selects and organizes materials and resources suitable to the classroom and school context. | | | |  |  |  |  |

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| FINAL EVALUATION for Education 531 | | Student Teacher |  | | | |
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| Date |  | Initials: | CT 1: |  | CT 2: |  |

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| **Domain 2: INSTRUCTIONAL SKILLS AND STRATEGIES**  TQS e) Teachers know how (including when and how to engage others) to identify students’ different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.  TQS i) Teachers know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes. | | | | | | | |
| **Performance Indicators** | | | | **Expectations Met** | | | |
| **(E) Excellent** | **(P) Proficient** | **(A) Acceptable** | **(C) Challenge** | **E** | **P** | **A** | **C** |
| Demonstrates knowledge of a range of instructional strategies that are varied, appropriate, and engaging. | | | |  |  |  |  |
| Makes provisions and adjustments for differences in individual learning styles and abilities. | | | |  |  |  |  |
| Is able to analyze results of classroom observations and assessments to guide and modify instruction. | | | |  |  |  |  |
| Uses instructional time effectively. | | | |  |  |  |  |
| Uses “wait time” effectively and responds appropriately to the efforts of the learner. | | | |  |  |  |  |
| Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. | | | |  |  |  |  |
| Incorporates efficient transitions between learning experiences. | | | |  |  |  |  |
| Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. | | | |  |  |  |  |
| Structures content to ensure that previous learning is reviewed lesson to lesson. | | | |  |  |  |  |
| Uses instructional resources appropriately. | | | |  |  |  |  |
| Builds on student interests and experiences. | | | |  |  |  |  |

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**Domain 3: CLASSROOM MANAGEMENT**

TQS g) Teachers know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students’ learning.

TQS h) Teachers know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony.

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| **Performance Indicators** | | | | **Expectations Met** | | | |
| **(E) Excellent** | **(P) Proficient** | **(A) Acceptable** | **(C) Challenge** | **E** | **P** | **A** | **C** |
| Creates and maintains a positive and respectful learning environment. | | | |  |  |  |  |
| Sets and maintains acceptable standards of student behaviour. | | | |  |  |  |  |
| Uses effective classroom routines for distribution of materials, assembling, dismissal, and transitions. | | | |  |  |  |  |
| Uses a variety of techniques to ensure that students maintain on-task behaviour. | | | |  |  |  |  |
| Demonstrates appropriate self-control while managing student behaviour. | | | |  |  |  |  |
| Is pro-active in anticipating problems and preventing disruptions. | | | |  |  |  |  |
| Provides for minimal disruption to student learning, and maintains respect for the individual. | | | |  |  |  |  |
| Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. | | | |  |  |  |  |
| Is aware of student behaviour at all times. | | | |  |  |  |  |

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**Domain 4: COMMUNICATION**

TQS j) Teachers know how to use and how to engage students in using traditional and electronic teaching/learning technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records

TQS p) Teachers are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

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| **Performance Indicators** | | | | **Expectations Met** | | | |
| **(E) Excellent** | **(P) Proficient** | **(A) Acceptable** | **(C) Challenge** | **E** | **P** | **A** | **C** |
| Models correct and appropriate oral and written language. | | | |  |  |  |  |
| Speaks clearly, correctly, and projects voice appropriately. | | | |  |  |  |  |
| Presents self as confident in taking charge of classroom activities. | | | |  |  |  |  |
| Provides clear directions and checks for comprehension. | | | |  |  |  |  |
| Uses educational tools effectively (e.g., SmartBoard, chalk/white board, document reader, overhead, and charts). | | | |  |  |  |  |
| Presents information clearly using appropriate illustrations, examples and demonstrations. | | | |  |  |  |  |

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**Domain 5: PROFESSIONALISM**

*TQS d) Teachers have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines.*

*TQS l)* Teachers know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students.

*TQS n) Teachers know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues.*

*TQS q) Teachers are expected to achieve the Teaching Quality Standard.*

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| **Performance Indicators** | | | | **Expectations Met** | | | | | | | |
| **(E) Excellent** | **(P) Proficient** | **(A) Acceptable** | **(C) Challenge** | **E** | | **P** | | **A** | | **C** | |
| Acts “in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.” *Source: Alberta Teachers’ Association Code of Professional Conduct – Item 1* | | | | |  | |  | |  | |  | |
| Models professional behaviour in relationships and interactions with students, faculty and staff, as well as school staffs, pupils, and parents. | | | | |  | |  | |  | |  | |
| Demonstrates honesty and integrity. | | | | |  | |  | |  | |  | |
| Exercises sound judgment based on a rational consideration and interpretation of facts. | | | | |  | |  | |  | |  | |
| Works productively with others as part of a team. | | | | |  | |  | |  | |  | |
| Demonstrates strong leadership and voluntarily accepts responsibility for projects and activities. | | | | |  | |  | |  | |  | |
| Demonstrates characteristics of a self-directed learner through initiating inquiries and applications beyond what has been prescribed. | | | | |  | |  | |  | |  | |
| Communicates respectfully with others verbally, non-verbally, and in writing. | | | | |  | |  | |  | |  | |
| Seeks to resolve problems directly with the person(s) involved in a timely manner, and attempts to solve problems before asking others for assistance. | | | | |  | |  | |  | |  | |
| Views results of critiques and assessments as opportunities for growth and improvement. | | | | |  | |  | |  | |  | |
| Notifies cooperating teacher and university facilitator prior to an absence. | | | | |  | |  | |  | |  | |
| Completes assignments and projects on time. | | | | |  | |  | |  | |  | |
| Supports a focus on health and wellness. | | | | |  | |  | |  | |  | |

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| **SUMMARY COMMENTS** |
| **COOPERATING TEACHER** (Please limit text to space provided)**:** |
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| **STUDENT TEACHER’S FINAL SELF-REFLECTION:** |
| **Note: The student teacher is required to complete a Final Self-Reflection on separate pages and present it to the cooperating teacher for signature at the time of the Final Evaluation.** |

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