



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

Pre-service Teacher's Name: T. Hureau UCID#: 30201866  
Meeting with Field Instructor Requested

The following criteria have been created based on the Teaching Quality Standard (2023) 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 (2023) – Application and Assessment for Field Experience document.

Consistent	Progressing	Not Yet Evident	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Understands their role and responsibilities as a collaborative, collegial and responsive teaching professional.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates a strong yet caring and respectful command of the classroom through voice and interaction with students.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds strong professional relationships with students, staff, and colleagues.

Consistent	Progressing	Not Yet Evident	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates fairness, mutual respect, and genuine caring for others.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates empathy for others and a respect for cultural diversity and intercultural understanding.

Consistent	Progressing	Not Yet Evident	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reflects on her/his instructional practices and incorporates reflection in instructional planning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Locates and incorporates material, resources, and talents of other people in planning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates the ability to work collaboratively and collectively to realize school visions and goals.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requests, accepts, and incorporates feedback from partner teacher and community partner/field instructor.



Not Yet Evident	Progressing	Consistent	KNOWLEDGE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Creates a learning environment that is organized, effective, and highly engaging.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge of relevant curriculum documents and resources.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates the ability to plan collaboratively and individually to provide students with lessons that are meaningful and incrementally progressive.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Engages in a variety of appropriate forms of assessment to support learning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Designs learning activities that address the learning outcomes in the relevant programs of study and account for diverse learners.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implements both formative and summative assessment and considers how assessments might inform future lessons.

Not Yet Evident	Progressing	Consistent	ENVIRONMENTS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adapts instruction with the intention of meeting diverse learner needs.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Demonstrates the ability to structure relevant concepts and skills that engage diverse learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Demonstrates a philosophy that affirms that all children can learn.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recognizes and responds to the various learning challenges, emotional needs and/or mental health needs of students.

Not Yet Evident	Progressing	Consistent	APPLYING FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Develops and applies foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.



ADHERING TO LEGAL FRAMEWORKS AND POLICIES				
Consistent	Progressing	Not Yet Evident	Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	<input checked="" type="checkbox"/>
			Demonstrates an understanding of the Professional Code of Conduct and implements it accordingly.	<input checked="" type="checkbox"/>
			Demonstrates an understanding of the standards of conduct expected of a caring, knowledgeable, and reasonable adult entrusted with the custody, care or education of children.	<input checked="" type="checkbox"/>

**Partner Teacher Comments:**  
**GOALS TO WORK ON IN THE NEXT 4 WEEKS**

Tommy, you are making steady progress in your teaching practice, and it's clear that you care about creating a supportive learning environment for your students. As you continue to grow, there are a few areas that will help you strengthen your overall effectiveness. By developing your classroom management strategies it will help you maintain a calm and focused atmosphere where all students can succeed. It is important to note though, that this is one of the hardest things to do when we are starting our careers, and does take time. Enhancing your planning and organization will also contribute to smoother lessons and clearer learning outcomes. Like classroom management, this is also a skill that gets easier the more planning that you do.

I truly appreciate how hard you are working each day and the genuine effort you put into improving your practice. Your openness to constructive criticism is a real strength; you respond thoughtfully to feedback and use it to guide your growth. This willingness to learn and adapt will continue to serve you well as you develop as an educator.

You have a solid foundation to build on, and with continued reflection and effort in these areas, you will continue to grow into a confident and capable educator.

Partner Teacher Name: Linda Smith

Partner Teacher Signature: *L. Smith*

Pre-service Teacher Name: *Tommy Hurcan*

Pre-service Teacher Signature:

