

## AFX Student Teacher Field Experience (9 weeks) Final Evaluation Form

### Preamble

At the end of the field experience, the Mentor Teacher, working with the University Facilitator, is required to complete a summative Final Evaluation form. The purpose of the Field Experience Final Evaluation document is to provide evidence of and communicate information regarding student teacher performance. The Mentor Teacher prepares the evaluation document; the role of the University Facilitator is collaborative and advisory.

### Instructions

The final evaluation should:

- Be comprehensive and detailed (see illustrative example below)
- Be neatly **typed** (the boxes expand as you type)
- Be complete early in Week 9 (draft) and discussed with the Student Teacher and the University Facilitator
- Include the Student Teacher's comments
- Be **signed** by the Mentor Teacher, Student Teacher and the University Facilitator
- Not include the instruction pages

Indicators and Comments:

- The Suggested Topics listed in each section are based on the Knowledge, Skills and Attributes (KSAs) as outlined by the provincial government's Alberta Teaching Quality Standard for Interim Certification. **Use them as guidelines to measure student teacher performance.**
- In each category of the evaluation, **please cite specific examples** that indicate the student teacher's performance. Comments should reflect strengths and areas for growth
- Illustrative Example:

#### Preparation, Planning and Organization

KSA A: Teachers understand that contextual variables affect teaching and learning.

KSA C: Teachers use the Guide to Education and the programs of study to inform and direct planning, instruction and assessment.

KSA D: Teachers understand the subject discipline they teach.

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities through short, medium and long range planning.

KSA M: Teachers identify and incorporate relevant learning resources into their teaching.

#### Suggested Topics

Not all need to be addressed.

- |                           |                          |
|---------------------------|--------------------------|
| • Curriculum expectations | • Organization           |
| • Content knowledge       | • Time management        |
| • Lesson Plans            | • Diverse learning needs |

#### Teacher evaluation including evidence:

*Ernest worked very hard to ensure that the content of his units and lessons were not only curriculum based but also relevant for his high school students. He planned both collaboratively as well as independently for his classes, and incorporated feedback and critical reflection into his instructional planning. Ernest researched and used his own resources in planning a unit for the new Social Studies curriculum, and implemented this unit in a creative and engaging manner for his Social 10 students.*

*Ernest clearly understands how to translate curriculum into meaningful and progressive learning opportunities for his students. In his plans he demonstrated his ability to tailor his plans to accommodate individual learning needs. He also included a variety of assessment methods, both formative and summative in nature, and students were made aware of how they were to be assessed.*



**Faculty of  
Education**  
**University of  
Alberta**

**Advanced Professional Term  
(9 Weeks)**  
**Field Experiences**  
**Final Evaluation 2012-2013**

**Student Teacher:**

**Dates of Field Experience:**

**ID Number:**

**School Name & Address:**

**Course:**

**School Telephone:**

**University Facilitator:**

**School District:**

**Subject(s) and/or Grade level(s):**

**Mentor Teacher(s):**

For this field experience, it is recommended that the Student Teacher receive a grade of:

**Date:**

\_\_\_\_\_  
**Signature of Mentor Teacher**

\_\_\_\_\_  
**Signature of Student Teacher**

\_\_\_\_\_  
**Signature of University Facilitator**

Signatures indicate that the University Facilitator and Student Teacher have received and read the evaluation report.

**Distribution:**

Students should retain the original signed Final Evaluation form for their own record. Please note that potential employers may ask for copy of this Final Evaluation.

*A copy of this form will be returned by the University Facilitator to the office of Undergraduate Student Services, where it will be retained for a period of three years; no other copies will be retained by mentor teachers, university facilitators or employees of the University of Alberta without written permission of the student teacher.*

Mentor Teacher(s) – please initial each page of evaluation \_\_\_\_\_

The purpose of this Field Experience Final Evaluation document is to provide evidence and communicate information regarding Student Teacher performance based on the Knowledge, Skills and Attributes (KSAs) for Interim Certification.  
**Comments reflect strengths and areas for growth in each category.**

<b>Description of the school and context of teaching:</b>		
<b>Suggested Topics</b> Not all need to be addressed.	<ul style="list-style-type: none"> <li>• School size</li> <li>• Special Programs</li> <li>• Special Needs Students in class</li> </ul>	<ul style="list-style-type: none"> <li>• Urban/Rural</li> <li>• Class size</li> <li>• Number of teachers</li> </ul>

<b>Preparation, Planning and Organization</b>		
<p>KSA A: Teachers understand that contextual variables affect teaching and learning.</p> <p>KSA C: Teachers use the Guide to Education and the programs of study to inform and direct planning, instruction and assessment.</p> <p>KSA D: Teachers understand the subject discipline they teach.</p> <p>KSA E: Teachers know how to identify students’ different learning styles and ways students learn and create multiple paths to learning for individuals and groups.</p> <p>KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities through short, medium and long range planning.</p> <p>KSA M: Teachers identify and incorporate relevant learning resources into their teaching.</p>		
<b>Suggested Topics</b> Not all need to be addressed.	<ul style="list-style-type: none"> <li>• Curriculum expectations</li> <li>• Content knowledge</li> <li>• Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Time management</li> <li>• Diverse learning needs</li> </ul>
<b>Teacher evaluation including evidence:</b>		

## Teaching Skills and Strategies

KSA A: Teachers understand that contextual variables affect teaching and learning.

KSA D: Teachers understand the subject discipline they teach.

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities through short, medium and long range planning.

KSA I: Teachers know and use a broad range of instructional strategies.

KSA J: Teachers use both traditional and electronic technologies to meet students' learning needs.

KSA M: Teachers identify and incorporate relevant learning resources into their teaching.

### Suggested Topics

Not all need to be addressed.

- Learning strategies
- Instructional strategies
- Student interest
- Pacing

- Sequencing/timing
- Uses ICT
- Cultural sensitivity
- Lesson/unit plans

- Flexibility
- Differentiation of instruction

### Teacher evaluation including evidence:

## Communication

KSA H: Teachers know the importance of respecting students' human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.

KSA J: Teachers know how to use and how to engage students in using traditional and electronic technologies to present and deliver content, communicate effectively with others.

KSA L: Teachers know how to develop and implement strategies that create and enhance teacher, parent, and student partnerships.

### Suggested Topics

Not all need to be addressed.

- Oral and written language
- Listening skills
- Voice and language

- Communication with parents/guardians
- Teaching/learning technologies

### Teacher evaluation including evidence:

## Assessment Strategies

KSA K: Teachers gather information about their students' learning needs and progress by using a variety of assessment strategies.  
KSA L: Teachers know the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.

### Suggested Topics

Not all need to be addressed.

- Appropriate questioning
- Assessment variety
- Formative/ Summative
- Timely feedback
- Adapted assessment
- Record keeping
- Reporting

### Teacher evaluation including evidence:

## Management and Classroom Climate

KSA A: Teachers understand that contextual variables affect teaching and learning.  
KSA G: Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.  
KSA H: Teachers know the importance of respecting students' human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.

### Suggested Topics

Not all need to be addressed.

- Class tone
- Rapport with students
- Student engagement
- Transitions
- Routines
- Conflict resolution
- Leadership

### Teacher evaluation including evidence:

## Understanding Students' Needs

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities. Teachers understand the need to vary their plans to accommodate individuals and groups of students.

KSA I: Teachers know and use a broad range of instructional strategies and know which strategies are appropriate to help different students achieve different outcomes.

### Suggested Topics

Not all need to be addressed.

- Planning that includes all students and learning styles
- Alignment of strategies to student needs
- Use of varied resources to differentiate instruction
- Assists all learners
- Understands contextual variables that affect teaching and learning

### Teacher evaluation including evidence:

## Professional Qualities and Attributes

KSA B: Teachers understand the legislated, moral and ethical frameworks with in which they work.

KSA H: Teachers know the importance of respecting students' human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.

KSA L: Teachers know the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.

KSA N: Teachers know the importance of contributing, independently and collegially, to the quality of their school.

KSA O: Teachers assess the quality of their own teaching and use this to develop and implement their own professional development.

KSA P: Teachers guide their actions with a personal, overall vision of the purpose of teacher and they are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

### Suggested Topics

Not all need to be addressed.

- |               |                        |                |
|---------------|------------------------|----------------|
| • Work ethics | • Interpersonal skills | • Collegiality |
| • Initiative  | • Energy               | • Team work    |
| • Attitude    | • Appearance           |                |
| • Commitment  | • Reflective           |                |

### Teacher evaluation including evidence:

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**Reflection and Self-Evaluation**

KSA O: Teachers assess the quality of their own teaching and use this to develop and implement their own professional development.  
KSA P: Teachers guide their actions with a personal, overall vision of the purpose of teacher and they are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience

**Suggested Topics**

Not all need to be addressed.

- Establishes specific strategies to meet professional goals
- Demonstrates oral/written reflective practices
- Engages in goal setting
- Communicates overall vision of teaching

**Teacher evaluation including evidence:**

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**Other Comments:**

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**Student Teacher's Comments:**