STUDENT TEACHER IFX MIDPOINT SELF-EVALUATION

Preamble
At the midpoint of the field experience, the Student Teacher, with guidance from the Mentor Teacher, is required to complete a formative Midpoint Self-Evaluation. The purpose of this document is to provide the Student Teacher with an opportunity to reflect on his/her growth as a teacher.

Instructions
The Midpoint Self Evaluation should:

➢ Be thoughtful and detailed
➢ Be complete by
  • the Friday of Week 3 of the IPT
➢ Be discussed with the Mentor Teacher and the University Facilitator
➢ Include Mentor Teacher’s comments
➢ Be signed by student Teacher, Mentor Teacher, and University Facilitator

Student Teacher: 
Janel Miller

ID Number: 
1392517

Course: 
EDFX 325

University Facilitator: 
Linda Koskie

Subject(s) and/or Grade level(s): 
Grade 6B

Dates of Field Experience: 
November 13th to December 13th 2013

School Name & Address: 
Kitscoty Elementary School
Box 450 T0B 2P0

School Telephone: 
780-846-2215

School District: 
Buffalo Trails Public Schools

Mentor Teacher(s): 
Koreyan Peterson

Date 
____________________________________
Signature of Mentor Teacher

Signature of Student Teacher

Signature of University Facilitator

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

25/08/2014 12:37 PM
The purpose of this Field Experience Midpoint 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.

**Description of the school and context of teaching:**

<table>
<thead>
<tr>
<th>Suggested Topics</th>
<th>School size</th>
<th>Urban/Rural</th>
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<tbody>
<tr>
<td>Not all need to be addressed.</td>
<td>Special Programs</td>
<td>Class size</td>
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<tr>
<td></td>
<td>Special Needs Students in class</td>
<td>Number of teachers</td>
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</tbody>
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**Kitscoty Elementary** is a much larger school than I would have imagined for a rural school. There are at least 2 classes per grade and some even have three. I am with 16 grade 6’s. They are a super friendly group of students but also a broad range of learners. There is an all female staff, except for the principal. I know my way around the school well and have loved the friendly atmosphere around the building.

**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.

<table>
<thead>
<tr>
<th>Suggested Topics</th>
<th>Curriculum expectations</th>
<th>Organization</th>
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<tr>
<td>Not all need to be addressed.</td>
<td>Content knowledge</td>
<td>Time management</td>
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<td></td>
<td>Lesson Plans</td>
<td>Diverse learning needs</td>
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**Student Teacher evaluation including evidence:**

I have already noticed a huge growth in myself from the first lesson I taught. My first lesson catered to mostly auditory learners, but I have found myself using the board more for visual learners. I would like to try more strategies though in the next couple weeks, such as kinesthetic. I have found a lesson plan format that works for me and have been using it for all subject areas. A note from Linda was to make sure my assessments line up with my Learning Objectives so I will work on that in the next couple weeks as well. I feel I have been organized and I am happy with how my plan book is set up. I have been teaching a lot of math and I have been sure that I understand the material before I try to explain it to the students. I have not used the Program of Studies as much because many of the teaching resources I have been using have the Learning Outcomes outlined already. In the next couple of weeks I would like to create my own lesson plans from scratch using the POS and making that connection on my own. My time management has improved and I try to always have something for fast finishers to do. I have found many math activities for students to do when they have completed their math lesson. As I get to know the students I have a better idea of how much time they will need and who to have extra things prepared for.
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

Student Teacher evaluation including evidence:

A huge compliment I received from Linda was my pacing. I have noticed as well that this has improved since the beginning of my time here. I try to make sure my lessons have the interest of students, but I have noticed how hard it is to capture the interest of every student. I am hoping that using different teaching strategies will help interest all students. We do not have a large issue of cultural sensitivity in our classroom. I am fairly flexible in the classroom, but I hope not too flexible or not flexible enough. It is difficult to find the right amount.

Note: What is ICT?

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

Student Teacher evaluation including evidence:

I have noticed that Kory and her students have a strong relationship in the class, consisting of mutual respect and trust. This has created a great classroom atmosphere. At the beginning of my practicum I did not know the students very well, but just after a few weeks I feel like I have known these students forever. I have gotten to know their personalities, learning styles and interests. My lessons have changed based on what I know now about my students. I know some students will need extra help and one on one time with me because they are not engaged in my lecturing at the front of the room. I do know that this does work for many students, though. I tried a more hands on approach for the mid-chapter review, having students come to the front of the room and write their answers on the board. This was different.
than any of my other lessons and I feel it went quite well, however, it did not work for all students. I have tried a few times to incorporate the SMARTboard into my lessons, but I have not done many activities that have the children actually engaged while using the SMARTboard. I would like to work more towards a stronger partnership with the students. I have not been in personal contact with the parents, however, a letter has been sent home introducing who I am and asking for their permission to use student’s pictures or work. I am pleased with the student engagement and listening skills, but there are specific students I have a hard time settling down; however, students have not been personally disrespectful to me.

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

Student Teacher evaluation including evidence:

I have done some correcting for math and with this I have noticed I need to review topics with the class based on poor performance. This has been used formatively for me, as well for the students to know what they need to work on. I have started a record keeping portion of my planbook. I have also made a rubric for a writing assignment and completed marking for the assignment. I included comments and a grade. I find using rubrics to be very helpful in marking, however, I haven’t done very many written assessments. I do make sure to check in with students using the “thumbs up, sideways, or down” strategy for math, and always call on students to answer questions during class. I try to review the concepts at the end of class to ensure learning has occurred. I would like to start either a journal or checklist for students to write what they have learned, rather than share verbally, because some students are more comfortable sharing on paper than in front of the class.

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

Student Teacher evaluation including evidence:
Because the students have a great relationship with each other and with the teacher classroom management hasn’t been a huge issue, however, there are students who like to challenge me from time to time. They are harmless but sometimes it is difficult to settle them down. If they start to challenge me I would like to start implementing brain break activities. The class is a talkative bunch, but they tend to stay on task. I have noticed that they do not always have strong transitions. It takes a long time to go from one activity to the next, (ex: putting away their 6+1 trait duotangs and getting out their math). I would like to use a time strategy, such as timing them, and having them owe something based on their time. I do see the students being engaged, though, and they are used to routines.

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

Student Teacher evaluation including evidence:

I will usually start the class with a lecture at the front of the class using visual and oral cues. I will usually set the students to work. I know there are students who will finish without having to ask one question. I also know there are students who will ask questions every once and a while, but there are also students who will have a question for every question. I visit student’s desks as they raise their hand. They do very well waiting patiently for me to visit their desk. One thing I have had troubles with is with students who will not raise their hand for help but will sit there doing nothing for several minutes. I need to check in with all students, whether they are asking for help or not. I have also noticed that my lessons do not always go as planned. I try to follow them as best as I can, but if they stray from the plan I be sure to make sure it is only if it is beneficial to the student’s learning. I have noticed myself being much more helpful to the students as time goes on. I understand what I need to say and do for students who need extra help and they are starting to trust me more, too. I wasn’t sure how to help Todd at the beginning of the practicum, but I am more confident in how to help him now. It is easier to help students once you know what level they are at.
### Professional Qualities and Attributes

| KSA B: | Teachers understand the legislated, moral and ethical frameworks within 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
- Initiative
- Attitude
- Commitment
- Interpersonal skills
- Energy
- Appearance
- Reflective
- Collegiality
- Team work

### Student Teacher evaluation including evidence:

I can already tell that I have grown so much as a teacher since the first days at Kitscoty. I am seeing myself more as a teacher and I feel like the students are as well. I spend my days teaching and my evenings planning. I keep up and am always prepared, as well as stay professional in the work environment. I maintain a positive attitude and am very committed to the work. I complete my personal reflections every evening to see how I can improve.

### 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

### Student Teacher evaluation including evidence:

In my reflections I make sure to incorporate how my lessons went, what I observed, how I can continue and what I would do differently next time. This has already made me a stronger teacher. I would like to start to create personal goals, either weekly or possibly daily to ensure my specific strategies are being met. I have a vision for my teaching and I hope it is being communicated. I am a quiet person at first but am much more vocal as I get to know people. I have become much more comfortable with my class than I was at the beginning of the practicum. I think it is going very well and going by so fast. I plan to make the most of my last 2 weeks.