


**AMBROSE UNIVERSITY SCHOOL OF EDUCATION  
FIELD EXPERIENCE 700 FINAL EVALUATION  
10-WEEK PRACTICUM WINTER 2024**

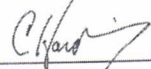
Field Experience 700 is a 10-week field experience that occurs in the final year of study in the Bachelor of Education program at Ambrose University. With the guidance of the partner teacher, the pre-service teacher (PST) gradually assumes full responsibility for the planning, assessment and instructional duties of the partner teacher while developing meaningful student relationships and classroom management. Throughout the field experience practicum, the PST engages in reflective practice and shared praxis to embody professional attributes consistent with PST expectations.

Use the following evaluation form along with the competency descriptors found in Section A1 and TQS in Section E to share the pre-service teacher's competency development in FE700.

*All partners in the FE700 field experience are required to sign this page. Please type your first and last names and add signatures.*

Pre-service teacher: Frances Heaton  
Signature \_\_\_\_\_ 

Partner teacher: Sabrina Donamo  
Signature \_\_\_\_\_ 

University consultant: Craig Harding  
Signature \_\_\_\_\_ 

School: Sibylla Kiddle School      Grade: Kindergarten

Frances Heaton has  received credit  not received credit for Field Experience 700.  
Preservice Teacher Name  
 Date: February 16, 2024      University Consultant Initials: CH

<b>TQS Competency</b> <i>Indicate student achievement with an X in the appropriate column</i>	Does Not Meet Requirements	Requires Growth in Meeting Requirements	Demonstrates Accomplishment in Meeting Requirements
Fostering Effective Relationships			X
Engaging in Career Long Learning			X
Demonstrating a Professional Body of Knowledge			X
Establishing Inclusive Learning Environments			X
Foundational knowledge about First Nations, Métis and Inuit			X
Adhering to Legal Frameworks and Policies			X



*The preservice teacher has met the professional expectations of this practicum. This includes arriving on time and being prepared to teach.*

## **The Final FE700 Evaluation includes:**

Partner teacher comments, university consultant comments, seminar instructor comments and the pre-service teacher self-evaluation. All signatures on the first page indicate the information contained here has been shared with all partners in the FE700 field experience.

### **Section A**

*This section (A1, A2, & A3) is to be completed by the partner teacher.  
(Partner teacher sections A2 & A3 can be in point form.)*

### **Section B**

*This section is to be completed by the university consultant.*

### **Section C**

*This section has been completed by the seminar instructors for the FE700 seminars.*

### **Section D**

*This section is to be completed by the pre-service teacher.*

### **Section E**

*Teaching Quality Standard – for your reference*

***Use the Teaching Quality Standard (TQS) in Section E and the competency descriptors in Section A1 to guide your evaluation narrative.***

#### **Fostering Effective Relationships**

Builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

#### **Engaging in Career-Long learning**

Engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

#### **Demonstrating a Professional Body of Knowledge**

Applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

#### **Establishing Inclusive Learning Environments**

Establishes, promotes, and sustains inclusive learning environments where diversity is embraced, and every student is welcomed, cared for, respected and safe.

#### **Applying Foundational Knowledge about First Nations, Métis, and Inuit**

Develops and applies foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

#### **Adhering to Legal Frameworks and Policies**

Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

## Section A – Partner Teacher

### A1. Field Experience Assessment Rubric

Pre-service teacher performance will be examined through careful and critical analysis, referenced to, and highlighted in the rubric below to indicate PST achievement by the Partner Teacher. Consideration of each competency is informed through classroom observations, meetings, pre-service teacher Field Journal reflections, lesson planning and design, and the entire 11-week field experience practicum. Partner teachers and university consultants are expected to consider the following rubric when developing the pre-service teacher final evaluation narrative.

**Partner Teachers – please highlight or check each row to indicate PST achievement:**

Ambrose University Pre-service Teacher Assessment Rubric		
GROWTH CONTINUUM		
1 Emergent <i>on the learning continuum</i>	2 Capable <i>on the learning continuum</i>	3 Consistent <i>on the learning continuum</i>
There is <b>some</b> evidence of the pre-service teacher's ability to independently demonstrate competency <i>at this point in the field experience.</i>	<b>Most</b> evidence denotes the pre-service teacher's ability to independently demonstrate competency <i>at this point in the field experience.</i>	There is <b>consistent observable</b> evidence of the pre-service teacher's ability to independently demonstrate competency <i>at this point in the field experience.</i>
PST performance is <b>inconsistent at this point in the field experience</b> and the PST <b>rarely</b> seeks feedback. Feedback situations are avoided or missed.	PST performance is <b>appropriate</b> in commitment to continued growth <i>at this point in the field experience</i> and the PST <b>sometimes</b> seeks feedback.	PST performance is <b>consistent</b> in the indication of a high level of commitment to continued growth <i>at this point in the field experience</i> and PST seeks, <b>values, and incorporates</b> feedback.
The PST <b>rarely</b> demonstrates initiative.	The PST demonstrates initiative <b>in certain settings and with support and guidance.</b>	The PST <b>consistently</b> demonstrates initiative.
PST reflections are <b>incomplete</b> or lack the meaningful content expected of a pre-service teacher <i>at this point in the field experience.</i>	PST reflections <b>begin</b> to communicate meaningful content and are <b>appropriate</b> in the quality and quantity expected of a pre-service teacher <i>at this point in the field experience.</i>	PST reflections <b>consistently</b> communicate the initiative, insight, growth, and incorporation of feedback expected of a pre-service teacher <i>at this point in the field experience.</i>
There is evidence of <b>basic</b> implementation of the tools, strategies or resources provided.	There is evidence of <b>appropriate</b> implementation of the tools, strategies or resources provided, <b>with support and guidance.</b>	There is evidence of <b>consistent comprehension and implementation</b> of the competencies, tools, strategies, or resources provided.
There is <b>minimal</b> collaborative commitment on the part of the PST and <b>limited</b> connection between pedagogy and classroom practice.	There is a <b>beginning</b> sense of the collaborative commitment of the PST and connection between pedagogy and classroom practice is <b>appropriate.</b>	The collaborative commitment of the PST when connecting pedagogy and classroom practice is <b>consistent and effective</b>
PST demonstration of professionalism and accountability is <b>limited.</b>	The PST <b>generally</b> demonstrates professionalism and accountability.	The PST <b>frequently</b> demonstrates professionalism and accountability.

## **A2. Classroom Environment**

*Provide a brief point-form description of the classroom environment and responsibilities of the pre-service teacher. This can be in point form.*

Classroom Environment & PST Responsibilities:

- Half time Kindergarten Program in which the teacher has 2 classes of students
- One class attends full days on Mondays and Wednesdays, the other class attends full days on Tuesdays and Thursdays, and they alternate coming to school for a half day on Fridays.
- Mon/Wed class has 25 students, and Tues/Thurs class has 21 students.

Frances was responsible for:

- Building strong relationships with each student
- Collaborating with colleagues to plan highly engaging and effective lessons, tasks, and play based learning centres
- Incorporating Indigenous learning into lessons
- Preparing necessary materials for lessons, tasks and play based learning centres
- Teaching lessons, tasks, and the expectations for play based learning centre
- Reflecting on teaching practice and finding ways to improve lessons
- Implementing new strategies to support whole class goals as well as to support students with complex learning needs
- Planning for effective EA support
- Completing formative and summative assessments, and using formative assessment to plan next steps for student learning
- Promoting school community by collaboratively planning for school wide events (i.e., Kindergarten celebration of learning, showcasing student learning in a school display case)
- Engaging in multi-grade PLCCRM meetings, during which evidence of student learning is brought forward and strategies for next steps in learning are discussed
- Attending parent teacher conferences, other after school parent meetings, and meetings with specialists
- Observing and reading through student IPP's, student support plans, and report cards
- Working with partner teacher to write weekly parent emails

## **A3. Partner Teacher Narrative**

*Using the TQS descriptors, describe the pre-service teacher's competency development over the course of the 700-level field experience. This can be in point form.*

Pre-service teacher competency development:

1. Fostering Effective Relationships

Frances has built strong relationships with our students, staff, parents, and community. In her reflections, Frances has noted that she values strong relationships with her students, and she has created strategies to ensure that she is connecting on a daily basis with every child. She asks them questions about their personal lives and engages with them in conversations, support groups and play based learning. Her demeanor is positive, encouraging, kind and welcoming. She is genuine, empathetic, and creates a culture of respect in our classroom. Students feel comfortable in approaching her with their ideas, and when they need help with tasks or with their problems. She has received many art pieces from students that they have made at home and brought to school to gift to her. Frances starts the day by welcoming students at their entry door, and saying good morning to parents that are dropping the children off. At dismissal, Frances has learned which parent each child is dismissed to ensure the safety of our Kindergarten students. She attended parent teacher conferences, and supported those parent conversations by sharing examples of student learning in class. Frances has also worked to build relationships with school-based support services, including the Speech and Language Pathologist, Occupational Therapist, School Family Liaison, by attending after school meetings. She has made many connections and relationships with staff members in our school through attending staff meetings, attending staff professional development sessions, collaborating with PLCCRM groups, and collaborating with the Kindergarten team.

## 2. Engaging in Career Long Learning

It is evident that Frances is a lifelong learner, and values the impact that her own learning has on her career. She uses the Alberta Kindergarten Curriculum and supporting documents to inform task design and student assessment. She attended staff meetings, school-based professional learning sessions, as well as Calgary City Teacher's Convention. She works to apply new learning and strategies in our classroom that she has learned from professional development sessions. Frances is very skilled in critically analyzing and reflecting on her lessons, and making changes/tweaks to improve her teaching practice. These reflections included new discoveries ("aha" moments), ways to support complex students, how to improve her lessons and teaching practice, and ways that she could approach situations and students in new ways. She shared all of her reflections and consistently discussed her learning journey with me. She had a large focus on incorporating Indigenous learning into her lessons, and also incorporated other cultural dates of significance including Hanukah, Saint Nicholas Day, the Winter Solstice, Christmas, Chinese New Year, and Lunar New Year. Many days during, before, or after school, Frances would actively seek feedback from me and apply new strategies as needed. It is clear from Frances's reflections and ongoing conversations that she places high value on collaboration with colleagues to plan assessments and highly effective and engaging tasks.

## 3. Demonstrating a Professional Body of Knowledge

Each week, Frances met before school with me and our Kindergarten team to collaboratively plan learning tasks and assessments. Her lesson plans were informed by the Alberta curriculum, programs of study, Kindergarten program statement, scope and sequence documents, and research-based articles/books to

support best teaching practices. Her lessons and daily lesson plans were well thought out, and included aspects such as academic and program of studies outcomes, what the evidence of a successful lesson could look like, key words/terms, new skills/information, assessment method (observation, discussion, product), evidence of success, prep/materials needed, universal design (representation, expression, engagement), steps for instruction, and possible task extensions to challenge higher leveled students. The tasks she designed included multiple entry points so that all learners could engage at their level, modifications and/or differentiation for complex student learning needs, and assessment methods. She takes a proactive approach to planning by considering background knowledge and/or possible misconceptions within her lessons. Her expectations for learning are high, yet developmentally appropriate and achievable. She incorporates movement breaks and calming techniques into her daily routines to ensure that students are in a 'ready to learn' mindset. Frances also takes advantage of 'natural' or 'organic' learning opportunities, and can pivot her lessons to provide opportunities for students to become more deeply engaged with their learning. Because we are a half time Kindergarten program in which students attend school for alternating full days, Frances taught her lessons to one class on Monday and Wednesday, and then taught those same lessons to the other class on Tuesday and Thursday. She consistently reflected at the end of each day and discussed with her me how she could change her lessons the following day to make her teaching more effective. Frances has applied multiple forms of assessment, and ensures that she has the evidence she requires to accurately assess each student. One example of this is when she asked students to add 10 beads to their pipe cleaner, and one student had only added 8 beads. At first, Frances thought that child was not able to count to 10 with 1:1 correspondence. However, after having conversations with that child, Frances found out that he could count 10 beads, and was only struggling with physically putting them on the pipe cleaner. She used this information to plan fine motor strengthening tasks for that child. She uses formative assessments to inform her future lessons, summative assessments to ensure that students have achieved the intended learning, and self and peer assessments to give students ownership over their learning and goals. She also clearly tells/shows students what the learning intentions are in each task (I can statements), and how the students can achieve success within the task. When students are not able to demonstrate achievement of the learning outcomes, Frances will use universal, targeted, or individualized school supports to ensure that all students are achieving success.

#### 4. Establishing Inclusive Learning Environments

Frances firmly believes that all children have the right to learn, and she has created an inclusive learning environment in our classroom. She fosters a classroom environment of equality and respect for all. She teaches students about cultures and cultural celebrations in an effort to celebrate and appreciate differences. She understands that students come to school with a multitude of family backgrounds and experiences, and supports students' mental health in any way they may need. When a child appears to be sad, hurt or upset, Frances immediately attends to their needs by ensuring that the child feels heard, offering

strategies for the child to try, and through ongoing check-ins throughout the rest of the day. She has explored using many classroom management strategies that I use in my teaching practice, and also tried a few new ones that she had researched. For example, Frances knows that if students are talking while she is explaining something, the students that are talking will not be hearing the information they need to succeed. When this happens, she ensures that she stops teaching and waits until she has the attention of all students before continuing. She has the understanding that classroom management strategies may change throughout the school year, and from class to class. During transitions, Frances supports students by singing songs or saying repeated phrases that showcase specific students that are on task and following the transition instructions (i.e. “I like the way that ‘student X’ is sitting, can you sit like him/her?”). She offers leadership opportunities to specific student by asking them to complete ‘special helper’ jobs or support other students with completing their tasks. She has been exploring both universal and targeted supports. She worked with her partner teacher to create and lead small group sessions and 1:1 support groups that were related to student areas for growth and IPP goals. Frances also celebrates the achievements of her students, and ensures that she is celebrating each child in her class for the strengths that they have.

#### 5. Applying Foundational Knowledge about First Nations, Metis and Inuit

Frances has developed and applied foundational knowledge about First Nations, Metis and Inuit. She has included Indigenous learning into her planning and lessons, and ensured that the content she taught was developmentally appropriate for our Kindergarten level of learners. She has been reading research-based articles/books to learn strategies around oral storytelling, and has connected this to play based learning centres. In September, Frances led a lesson that taught students about Orange Shirt Day. Her lesson was developmentally appropriate, and considered many factors, such as how to talk about Residential Schools, and why this learning is important. To extend this learning, she developed a play-based learning centre in which all students could make an orange beaded heart shaped bracelet. Through this centre, she taught the students why beading is important in Indigenous cultures. The beaded hearts are still hanging in our classroom today, and the students often refer to them. In January, some of Frances’ lessons were connected to a Kindergarten Celebration of Learning Assembly. She designed lesson plans that taught the importance of Acknowledging the land and appreciation for Indigenous languages. The children learned to say hello in Metis, Blackfoot, Stoney Nakoda, and Cree. They also learned a Kindergarten version of the Land Acknowledgement, and they presented this learning to the school and their families at the assembly. Through reflective conversations with Frances, Indigenous teaching and learning is an area that she wants to learn more about to increase her professional capacity.

#### 6. Adhering to Legal Frameworks and Policies

When Frances began her practicum with me, we reviewed legal frameworks and policies, including the School Act, professional code of conduct, and relevant legislation documents. Her professional practice adheres to these frameworks and policies. She is aware of, and maintains accordance with these requirements.

Frances came to her practicum on time, coming early and staying after school as needed to prepare for her lessons. She had professional attire and appearance. Frances has an excellent attitude towards teaching, even when the days are challenging. She brings energy into the classroom and school, and demonstrated excellent interpersonal skills with our staff. It is very obvious that Frances is committed to teaching and learning.



## **Section B**

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### **University Consultant Narrative**

*Using the TQS descriptors, describe the pre-service teacher's competency development over the course of the 700-field experience.*

#### **Engaging in Career-Long Learning**

Frances Heaton's desire to improve her practice was clearly evident in her classroom instruction, post-observation discussion and weekly reflections. Frances carefully considered all feedback given to her and subsequently integrated changes in her instruction in a timely manner. As well, Frances sought to collaborate with her partner teacher to fully understand the nature of the learner and develop skills and practices that support student success. Her collaborative efforts were clearly evident in her work with staff to present a celebration of learning. An outstanding job was done developing the attitudes, skills and knowledge necessary to make sound professional judgments to ensure an inclusive, caring, respectful and safe environment. Finally, Frances was eager to embrace all professional activities and experiences that helped her gain insights into the reality of teaching.

#### **Demonstrating a Professional Body of Knowledge**

In all ways, Frances's practicum demonstrated exemplary professional attributes. She sought to develop a positive and productive relationship with her partner teacher and colleagues in the school. As well, her relationship with students was indicative of a clear understanding of the expectations of a professional responsible for educating and caring for students. Frances was always well prepared and organized to ensure smooth progress through all lessons. She took initiative to expand her teaching repertoire and knowledge of effective and creative instructional practices, especially play-based learning activities. Support for student learning was genuine in all facets of her practicum, which led to a climate of mutual respect between all those with whom she interacted.

#### **Fostering Effective Relationships**

During her practicum, Frances was successful in developing positive relationships with students and colleagues. She was aware of individual differences and supportive of all students in a way that created an environment of mutual respect, despite the extreme challenges that some students presented. Frances's calm, caring and kind demeanor allowed students to feel they were supported in their learning journey. When necessary, Frances went above and beyond what was necessary to help students with various issues.

#### **Establishing Inclusive Learning Environments**

In Frances's classroom, it was obvious there was a climate of mutual respect developed due to the concern and care she demonstrated for all students. Frances took initiative to learn about individual student needs and endeavoured to address these throughout her practicum. At all times, Frances promoted a nurturing and supportive atmosphere that enhanced and sustained an inclusive learning environment in which all students felt welcomed and cared for. She was enthusiastic and showed the ability to engage all students by capturing their interest in a variety of relevant and meaningful ways. This environment encouraged engaged and active learning where all students were appreciated and supported.

#### **Applying Foundational Knowledge about First Nations, Métis and Inuit**

While this standard was not visible on a daily basis, as required, Frances showed a strong understanding of knowledge related to the indigenous peoples of Canada. When appropriate, Frances provided opportunities for all students to develop knowledge and understanding of and respect for the indigenous people of Alberta. Where appropriate, lessons incorporated important aspects of the histories, culture,

languages, contributions and perspectives of indigenous people of Alberta. This knowledge was communicated to students in an appropriate manner that conveyed understanding and acceptance.

### **Adhering to Legal Frameworks and Policies**

Throughout her practicum, Frances consistently demonstrated outstanding professional qualities and adhered to all aspects of the professional codes of conduct. She maintained an awareness of, and responded in accordance with, requirements authorized under the *School Act* and other relevant legislation. At all times, Frances engaged in practices consistent with policies and procedures established by the school authority. She recognizes that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

## **Section C**

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### **Seminar Instructor Narrative**

*Guided by the following descriptors from the TQS, share your observations of the pre-service teacher's professional disposition.*

Collaborating with other teachers to build personal and collective professional capacities and expertise. (1a)  
Recognizing that the professional practice of a teacher is bound by standards of conduct (6c)

Field Experience 700 Seminar focuses on weekly topics (including Classroom Management, Critical Conversations, Empathy and preparing professionally for the demonstration of knowledge) tied to the field experience practicum. Professional learning in seminar builds specific connections to the six Teaching Quality Standard (TQS) competencies. Weekly seminar work is collaborative and encourages cohort members to engage in shared praxis.

Throughout the duration of the seminar, the pre-service teacher demonstrated positive interpersonal relationships and participated through active listening and adding valuable contributions with respectful dialogue. The pre-service teacher has demonstrated understanding of professionalism in their communication, met all deadlines, and punctuality expectations which has helped prepare them for the teaching field. They have connected with their cohort colleagues and offered reflective questions as they explored shared praxis in seminars.

Jim Gibb & Patricia Nameth

*Field Experience 700 Seminar Instructors*

field.experience@ambrose.edu

## Section D

### Pre-service Teacher Self-Evaluation

Guided by the TQS competencies (Section F), describe how you have demonstrated competency development over the course of Field Experience 700.

Below are some guiding reflections you can use to articulate your self-evaluation. Answer these questions directly or use them for inspiration.

What opportunities did you take up to demonstrate professionalism throughout your field experience?
Describe how you effectively developed and nurtured relationships to facilitate student learning.
Describe how assessment deepened your understanding of teaching and learning diverse students.
In which competency did you experience the most significant growth? How did you take up this competency to ensure growth?

- Fostering Effective Relationships:** During my time at my Kindergarten practicum at Sibylla Kiddle, I was able to build positive relationships with students, peers, support staff, and other teachers within the school through attending parent-teacher conferences, parent meetings, staff parties, and my day-to-day actions in the classroom. I demonstrated empathy and genuine care by talking to students and showing interest in their lives. Consistently, I acted with fairness, respect, and integrity throughout my everyday decisions and by reflecting with my partner teacher. In addition, I collaborated with community professionals such as the parent liaison, speech and language pathologist, the early childhood practitioner, and the kindergarten specialist to help the students in my classroom.
- Engaging in Career-Long Learning:** In my practicum, I consistently collaborated with the kindergarten teaching team to build my knowledge and provide meaningful and engaging tasks to students. Through observation and collaborating with the teachers on the kindergarten team, I grew in my knowledge and expertise, increasing my capacity as a teacher. I actively sought feedback from other professionals to enhance my practice and grow in my ability. As well, I enhanced my understanding of the role of the teacher and developing in my practice by attending weekly school meetings, PLCCRM meetings, and through teachers' convention. I enhanced my understanding of First Nations, Metis, and Inuit knowledge and worldviews by attending multiple sessions on Indigenous knowledge during teachers' convention.
- Demonstrating a Professional Body of Knowledge:** With my partner teacher and our kindergarten team, I helped create and design learning tasks that incorporated productive struggle, was relevant to the learning needs of each student, and communicated high expectations for each student. As well, I varied each lesson to suit the varying needs of each class and student. With each lesson, I applied triangulated assessment practices that suited each lesson and could be varied based on students' individual needs. During this practicum, I made a goal with my partner teacher to grow in this TQS strand and I believe I have. Over my time within this classroom, I have grown by making more engaging tasks for students that encourages inquiry and productive struggle.
- Establishing Inclusive Learning Environments:** Throughout this practicum, I routinely attempted to create an inclusive learning environment within the classroom. I was regularly thinking about how I could differentiate assessment, tasks, and the learning environment to create an inclusive space. With my partner teacher and the early

childhood practitioner, I helped to practice and implement universal and targeted strategies to address the needs of the students within our classroom. Also, I provided culturally appropriate and meaningful opportunities for students by considering the cultural backgrounds and needs of my students and incorporating it into lessons. For example, to be culturally inclusive I included different hair colours & styles, colours of skin, headwear (patka), and glasses, when showing visuals of students to help them feel as though they belonged in the classroom. As well, I promoted a positive and engaging learning environment for students by fostering respect and equality within our classroom.

5. **Applying Foundational Knowledge about First Nations, Metis, and Inuit Peoples:** In my practicum I had the opportunity to work on our Celebration of Learning. With this celebration, I taught the students in our class about Indigenous greetings and land acknowledgements, which they presented for the school community and their parents. As well, at the beginning of my practicum, I taught the kindergarten classes about the meaning of orange shirt day and the importance of the phrase “every child matters.” With both tasks, I have been trying to integrate the curriculum with TQS 5 and broaden my own understanding of Indigenous knowledge. As well, I constantly sought to grow in my knowledge of Indigenous peoples and culture. One way I did this is attending two sessions about Indigenous knowledge during convention: What is Three-Eyed Seeing?, and Robert Cardinal: Indigenous Astronomer.
6. **Adhering to Legal Framework & Policies:** Throughout my practicum, I have adhered to legal framework by responding in accordance legislation. During my time, if I have been unsure whether a practice consists with the policies and procedures of legal frameworks, I have always asked my partner teacher and other colleagues about the legality or researched myself within the documents.

## Section E – TQS Reference

<p><b>1. Fostering Effective Relationships</b></p>
<p><b>A pre-service teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>acting consistently with fairness, respect and integrity;</li> <li>demonstrating empathy and a genuine caring for others;</li> <li>providing culturally-appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;</li> <li>inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;</li> <li>collaborating with community-service professionals, including mental health, social services, justice, health and law enforcement;</li> <li>honoring cultural diversity and promoting intercultural understanding.</li> </ul>
<p><b>2. Engaging in Career-Long Learning</b></p>
<p><b>A pre-service teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>collaborating with other teachers to build personal and collective professional capacities and expertise;</li> <li>actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;</li> <li>seeking, critically reviewing and applying educational research to improve practice;</li> <li>enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;</li> <li>maintaining an awareness of emerging technologies to enhance knowledge and inform practice.</li> </ul>
<p><b>3. Demonstrating a Professional Body of Knowledge</b></p>
<p><b>A pre-service teacher develops a current and comprehensive repertoire of effective co-planning, instructional, and assessment practices to meet the learning needs of every student. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>co-planning and designing learning activities that communicate high expectations of students, are varied, engaging and relevant to student learning, and consider student variables;</li> <li>practicing a variety of instructional strategies to engage students in meaningful learning activities;</li> <li>applying assessment and evaluation practices that honor unique strengths and abilities.</li> </ul>
<p><b>4. Establishing Inclusive Learning Environments</b></p>
<p><b>A pre-service teacher is able to identify and implement inclusive practices. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>fostering equality and respect regarding age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation; practicing appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;</li> <li>communicating a philosophy of education affirming that every student can learn and be successful; developing an awareness of and facilitating responses to the emotional and mental-health needs of students;</li> <li>beginning to recognize specific learning needs of individuals or small groups of students;</li> <li>identifying classroom-management strategies that promote positive, engaging learning environments; incorporating students' personal and cultural strengths into teaching and learning;</li> <li>providing opportunities for student leadership.</li> </ul>
<p><b>5. Applying Foundational Knowledge about First Nations, Métis and Inuit</b></p>
<p><b>A pre-service teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis and Inuit education;</li> <li>using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit;</li> <li>supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit;</li> <li>understanding the historical, social, economic, and political implications of: 1) treaties and agreements with First Nations; 2) legislation and agreements negotiated with Métis; and 3) residential schools and their legacy.</li> </ul>
<p><b>6. Adhering to Legal Frameworks and Policies</b></p>
<p><b>A pre-service teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. Possible evidences include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> and other relevant legislation;</li> <li>engaging in practices consistent with policies and procedures established by the school authority;</li> <li>recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</li> </ul>