

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

Associate Teacher Evaluation for EDUC 4003 – Practicum 1

YEAR 1 STUDENTS ONLY

Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or email to bedpract@acadiau.ca or fax to 902-585-1071

Pre-Service Teacher: _____ Practicum Dates: _____
Associate Teacher: _____ University Advisor: _____
School: _____ Grade/Subject: _____

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

Comments/Suggestions regarding Professional Conduct:

1.B Professional Competencies

Practicum 1 (4003) Descriptors

1.B.1 Reflection

The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.

The teacher observes and articulates different aspects of a lesson.

Expectations Met ☐
More Work Needed ☐

1.B.2 Professional Inquiry

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

The teacher demonstrates an understanding of some elements of professional growth.
The teacher welcomes feedback and responds positively.

Expectations Met ☐
More Work Needed ☐

1.B.3 Documentation

The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes, and feedback from the associate teacher and advisor. The teacher provides feedback to students on a timely basis.

The teacher is developing a system of record keeping which includes lesson plans and preparation as well as documentation of student progress over time.

Expectations Met ☐
More Work Needed ☐

1.B.4 Presence and Professional Demeanour

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher may be apprehensive but is enthusiastic about teaching.

Expectations Met ☐
More Work Needed ☐

1.B.5 Response to Difficult Situations

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.

The teacher recognizes situations that are causing discomfort for students and seeks appropriate support from the Mentor teacher.

Expectations Met ☐
More Work Needed ☐

1.B.6 Appreciation of Diversity

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

The teacher recognizes students who have diverse needs, abilities and backgrounds.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Professional Competencies:

2. Preparation and Planning

Practicum 1 (4003) Descriptors

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

The teacher co-plans with the associate teacher, plans activities with small groups or plans occasional whole class lessons.

Expectations Met ☐
More Work Needed ☐

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

The teacher is aware of the diverse learning needs in the classroom and how the Mentor teacher considers the range of learners in planning; lesson plans demonstrate a beginning understanding of how students learn.

Expectations Met ☐
More Work Needed ☐

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

The teacher is aware of different forms of assessment used in the classroom; the teacher is able to discuss observations of student performance.

Expectations Met ☐
More Work Needed ☐

2.4 Knowledge of Outcomes

Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.

The teacher shows a beginning understanding of curriculum outcomes and how to use resources effectively in co-planning lessons; instructional outcomes are suitable to students in small groups.

Expectations Met ☐
More Work Needed ☐

2.5 Clarity and Organization

Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.

The teacher is able to identify how lessons are structured and how lessons connect to previous learning in co-planned lessons; small group lessons show some evidence of appropriate organization.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Preparation and Planning:

3. Teaching and Learning Environment

Practicum 1 (4003) Descriptors

3.1 Community Atmosphere

The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.

The teacher is able to identify components of a community atmosphere in the classroom.

Expectations Met ☐
More Work Needed ☐

3.2 Learning Focussed

The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.

The teacher is able to identify examples of student ownership of their learning and of the teacher's role as leader and mentor.

Authentic strategies for easy transitions are identified.

Expectations Met ☐
More Work Needed ☐

3.3 Diversity, Equity and Inclusion

Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.

The teacher is able to identify materials that represent the diversity of local, national and global communities, and how students could see themselves and their lives reflected in the materials and practices.

Expectations Met ☐
More Work Needed ☐

3.4 Multi-modal Literacies

There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays.

The teacher is able to identify expressive and receptive ways of communicating that are textual, visual and aural, and how these ways of communicating could be supported through classroom materials and displays, learning experiences and assessment.

Expectations Met ☐
More Work Needed ☐

3.5 Routines and Flexibility

Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.

The teacher is able to identify ways in which routines could be collaboratively established with students. The teacher is also able to identify how flexibility might be necessary when faced with unexpected opportunities for learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Teaching and Learning Environment:

4. Classroom Instruction and Assessment

Practicum 1 (4003) Descriptors

4.1 Lesson Format

The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.

The teacher is able to reflect on the purposes of lessons observed as well as how directions and procedures are provided to students; in small group lessons, directions are sometimes clear; the teacher is developing knowledge of how lesson transitions can be addressed.

Expectations Met ☐
More Work Needed ☐

4.2 Critical Thinking and Effective Questioning

The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.

The teacher is able to identify different forms of questioning and when and how open-ended questions are used; the teacher is able to identify how student responses are incorporated into the lesson.

Expectations Met ☐
More Work Needed ☐

4.3 Student Engagement

Lessons reflect effective differentiation in order to engage all learners in important learning. Student choice and interests are reflected in the learning experiences where possible. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.

The teacher is developing awareness of how small group and whole class lessons are appropriate to students' ages and reflect some understanding of students' backgrounds; in small group lessons the teacher attempts to engage all students in learning with some success.

Expectations Met ☐
More Work Needed ☐

4.4 Variety of Instructional Strategies and Range of Materials

The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multimodal texts, representations, technologies and manipulatives.

The teacher is able to identify different teaching strategies used by the associate teacher; the teacher is able to discuss how resources are used by the associate teacher.

Expectations Met ☐
More Work Needed ☐

4.5 Flexibility and Lesson Adjustments

The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.

The teacher is developing awareness of when, how and why a teacher responds flexibly to student learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Classroom Instruction and Assessment:

Additional Comments:

.....

Overall Evaluation

The pre-service teacher has met or exceeded the expectations for Practicum 1 (EDUC 4003)

☐ **Pass**

The pre-service teacher has met some of the expectations for Practicum 1 (EDUC 4003)
but significant improvement is required

☐ **Pass with reservation**

The pre-service teacher has not met the expectations for Practicum 1 (EDUC 4003)

☐ **Fail**

Number of days' pre-service teacher was absent (____)

Associate Teacher Signature: _____

Date: _____

Pre-Service Teacher Signature: _____

Date: _____

(indicating that this evaluation has been read)