

Faculty of Education Preliminary Summative Practicum Assessment

This rating scale is intended to assist Associate Teachers in making judgements about demonstrated levels of teaching proficiency. **Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this first teaching session in her/his BED/DipEd Year.**

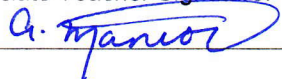
Candidate Name Kyle Robinson School: Albert Campbell Collegiate Institute
Associate Teacher: Angela Manios Grade/Subject Grade 9 English
Board: Toronto District School Board Date Completed: October, 26, 2012 Days Absent: 0

Summative Assessment Dates: October 9-26, 2012 (14 days)


Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Good	Excellent
I – Professionalism					
1. Initiative & dependability Effectively assumes appropriate degree of responsibility for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Takes initiative to contribute to students' learning in many ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Discretion & professional judgement Uses appropriate professional judgement and discretion in relation to interactions with students, peers and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Response to mentorship Invites and incorporates Associate Teacher feedback to improve teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments, next steps: Kyle takes my feedback into consideration and effectively incorporates suggestions into his subsequent lessons.					
II – Supporting a Community of Learners					
1. Promoting a safe and trusting learning community Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Promoting student independence Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments, next steps:					

Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Good	Excellent
III – Planning and Preparing					
1. Use of curriculum documents Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrates sound knowledge of appropriate subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Sequencing of steps in a lesson or unit Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Plans for appropriate student involvement and follow-up activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments, next steps: Kyle creates lessons that incorporate content expectations and delivers each with clarity.					
IV- Lesson Presentation					
1. Instructional strategies Uses a variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Appropriate and effective use of language Expresses ideas, directions and options clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Engaging all learners Uses effective questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
V- Assessment					
1. Assessment for learning Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Assessment as learning Creates opportunities for student self-assessment to help students to identify their learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Assessment of learning Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Associate Teacher Signature:



Teacher Candidate Signature:



Date: Friday, October 26, 2012

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