

PRACTICUM EVALUATION RUBRIC

Please Note:

- *The practicum evaluation should be based on the developmental nature of learning to teach. In filling out the practicum report please keep in mind the teacher candidate's stage of preparation in the program. Teacher candidates continue to develop their skills through observation, guided practice and the constructive feedback and mentoring of Associate Teachers.*
- *There are three categories for evaluating teaching competencies: Does Not Meet Expectations, Developing Towards Expectations, Meets Expectations*
- *If the Teacher Candidate receives any ratings of "Does Not Meet Expectations", the PED 3150/PED 3151 professor or the Practicum Coordinator must be contacted and a Letter of Concern may be collaboratively generated*
- *If the Teacher Candidate receives any ratings of "Developing Towards Expectations", clear suggestions for improvement should be provided to the Teacher Candidate.*
- *Under the 'comment section' within each competency the Associate Teacher is encouraged to add descriptions of the positives that really stand out for the teacher candidate and/or to make suggestions in areas where the teacher candidate needs improvement.*

A. PROFESSIONAL COMMITMENT COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Professional Interactions: Demonstrates professionalism in interactions. Demonstrates a positive rapport with students.	The Teacher Candidate demonstrates a lack of professionalism in interactions.	The Teacher Candidate demonstrates professionalism in interactions.
Professional Relationships: Interacts respectfully with members of school community. Demonstrates an understanding of the Associate Teacher/ Teacher Candidate mentoring relationship.	The Teacher Candidate has difficulty interacting respectfully and/or demonstrates a lack of understanding of the Associate Teacher/ Teacher Candidate relationship.	The Teacher Candidate interacts respectfully and demonstrates an understanding of the associate teacher/ teacher candidate relationship.
Professional Responsibility: Fulfills responsibilities identified by the Associate Teacher and the University <u>Practicum Handbook</u> (e.g. duties, reinforcing school rules, extra curricular activities, meeting required deadlines)	The Teacher Candidate has ongoing difficulty fulfilling the responsibilities identified by the Associate Teacher and the University <u>Practicum Handbook</u> .	The Teacher Candidate fulfills the responsibilities identified by the Associate Teacher and the University <u>Practicum Handbook</u> .
Initiative: Demonstrates that he/she is a 'self-starter' and acts on suggestions and guidance from the Associate Teacher.	The Teacher Candidate shows little initiative and has ongoing difficulty acting on the suggestions and guidance from the Associate Teacher.	The Teacher Candidate shows initiative and incorporates suggestions from the Associate Teacher to improve their professional practice.

B. COMMUNICATION COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Verbal Communication: Speaks clearly and understandably (e.g. pronunciation, modulation, volume, articulation). Uses correct oral conventions (e.g. mechanics of the English language as well as subject specific terms and symbols).	The Teacher Candidate has ongoing difficulty with verbal communication.	The Teacher Candidate communicates clearly and appropriately.
Non-Verbal Communication: Uses effective and appropriate non-verbal communication (e.g. eye contact, facial expressions, body language). Reads nonverbal communication and responds appropriately. (e.g. scans class to identify students who are not engaged)	The Teacher Candidate has ongoing difficulty using, reading or responding to nonverbal communication.	The Teacher Candidate uses, reads and responds to nonverbal communication appropriately.
Written Communication: Uses correct written conventions (e.g. mechanics of the English language, as well as subject specific terms and symbols). Writes clearly and understandably (e.g. appropriate size and script text, legible text, layout of board work, overhead, multimedia).	The Teacher Candidate has ongoing difficulty with written communication.	The Teacher Candidate uses written communication appropriately.
Listening and Responding: Uses appropriate wait time (e.g. gives student appropriate time to process questions before responding). Uses probing and prompting techniques (e.g. rephrases questions; provides cues). Models effective listening skills (e.g. demonstrates active listening; demonstrates comprehension).	The Teacher Candidate has ongoing difficulty demonstrating appropriate listening and responding skills.	The Teacher Candidate demonstrates appropriate listening and responding skills.

C. KNOWLEDGE COMPETENCY

COMPETENCY	Does Not Meet Expectation	Meets Expectations
Subject Knowledge: Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level. Provides clear explanations and demonstrates appropriate subject knowledge and related skills.	The Teacher Candidate demonstrates a considerable lack of subject matter knowledge and /or has difficulty conveying the subject matter.	The Teacher Candidate demonstrates appropriate subject matter knowledge and conveys subject matter in appropriate ways.

COMPETENCY	Does Not Meet Expectation	Meets Expectations
<p>Developmental Nature of Learners: Responds to questions regarding lesson content in a knowledgeable and appropriate manner. Builds upon student responses to expand and extend the discussion and learning.</p>	<p>The Teacher Candidate has ongoing difficulty responding to questions and building on student responses.</p>	<p>The Teacher Candidate is responding appropriately to questions and building on student responses.</p>
<p>Curriculum: Demonstrates an understanding of the context in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plans). Demonstrates growth in understanding the Ontario curriculum expectations specific to grade and subjects taught.</p>	<p>The Teacher Candidate has ongoing difficulty demonstrating an understanding of the learning context and Ontario curriculum.</p>	<p>The Teacher Candidate demonstrates appropriate growth in understanding of the learning context and Ontario curriculum.</p>

D. COMMITMENT TO STUDENTS COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
<p>Positive Learning Environment: Demonstrates a friendly, positive, and professional manner. Promotes class safety and wellness. Demonstrates a professional presence in the classroom that helps to ensure students' attention and respect.</p>	<p>The Teacher Candidate is experiencing ongoing difficulty creating a positive learning environment and a professional presence.</p>	<p>The Teacher Candidate is demonstrating a positive learning environment and a professional presence.</p>
<p>Managing Classroom Environment: Demonstrates consistency in maintaining classroom routines and expectations. Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).</p>	<p>The Teacher Candidate is experiencing ongoing difficulty in developing classroom routines and expectations and/or using classroom management techniques appropriately.</p>	<p>The Teacher Candidate is demonstrating consistent classroom routines and expectations and uses classroom management techniques appropriately.</p>
<p>Student Engagement: Uses proactive and preventative strategies for engaging students Demonstrates an understanding of student's needs and responds in a culturally appropriate and flexible manner</p>	<p>The Teacher Candidate is experiencing ongoing difficulty in using strategies for engaging students and/or understanding and responding to student needs</p>	<p>The Teacher Candidate is developing strategies for engaging students and meeting their needs.</p>
<p>Collaborative Problem-Solving and Planning: Demonstrates an understanding of the need for collaborative planning and differentiation to address student learning needs. (e.g. working with the Associate Teacher, school staff)</p>	<p>The Teacher Candidate demonstrates little understanding of the need for collaborative planning and differentiation.</p>	<p>The Teacher Candidate demonstrates understanding of the need for collaborative planning and differentiation.</p>

E. PLANNING AND IMPLEMENTATION COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
<p>Development of Lesson Plans</p> <p>Utilises a lesson plan template including appropriate reference to Ontario curriculum. (e.g. overall and specific expectations) Provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson (e.g. visuals, library/resources, technology, internet). Incorporates a variety of appropriate instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning, technology). Incorporates techniques for student engagement into plan (e.g., topic relevant to students’ interests, appropriate questioning, student participation, use of manipulatives, labs, hands-on activities). Incorporates opportunities for consolidation (e.g., summarizes key components of lesson) and application (e.g., follow-up activity, seatwork, homework). Plans to gather evidence of student learning and next steps. (e.g., checking for understanding, summative and/ or formative assessment). Incorporates strategies to address student needs. (e.g. Students with IEPs, students at risk, English Language Learners)</p>	<p>With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing a lesson plan.</p> <p><i>The Teacher Candidate does not use a lesson template or include Ontario curriculum expectations.</i></p> <p><i>The Teacher Candidate provides in lesson plan insufficient detail and timing for each part of the lesson. Uses few resources to enhance lesson.</i></p> <p><i>The Teacher Candidate does not incorporate or incorporates few techniques for student engagement into plan.</i></p> <p><i>The Teacher Candidate does not incorporate or incorporates few opportunities for consolidation and application.</i></p> <p><i>The Teacher Candidate does not incorporate plans to gather evidence of student learning and next steps.</i></p> <p><i>The Teacher Candidate does not incorporate appropriate strategies to address student needs.</i></p>	<p>Within a collaborative community of inquiry, the Teacher Candidate is creating and developing appropriate lesson plans.</p> <p><i>The Teacher Candidate uses lesson template or includes Ontario curriculum expectations.</i></p> <p><i>The Teacher Candidate provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson.</i></p> <p><i>The Teacher Candidate incorporates appropriate techniques for student engagement into plan.</i></p> <p><i>The Teacher Candidate incorporates appropriate opportunities for consolidation and application.</i></p> <p><i>The Teacher Candidate incorporates appropriate plans to gather evidence of student learning and next steps.</i></p> <p><i>The Teacher candidate incorporates appropriate strategies to address student needs.</i></p>
<p>Development of Unit Plans</p> <p>Demonstrates a continuity of plan and progression of learning (e.g. scope and sequence, culminating tasks). Demonstrates backwards design and differentiation.</p>	<p>With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing unit plans.</p>	<p>Within a collaborative community of inquiry, he Teacher Candidate is creating and developing a appropriate unit plans.</p>

COMPETENCY	Does Not Meet Expectations	Meets Expectations
<p>Implementation of Lesson Plan: Ensures all materials are organized and ready for use prior to instruction. Uses clear and effective instructional and questioning techniques that incorporate a range of thinking skills. Promotes relevant purposeful talk and student dialogue.</p> <p>Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson (e.g., starting the lesson, conducting the lesson, giving instruction, collecting and distributing materials). Employs instructional strategies that engage all learners. (e.g., way one starts and ends the lesson, hands-on activities, technology). Adjusts lessons to circumstances (e.g., able to resume lesson after interruption, addressing student needs). Ensures consolidation of student learning and closure of lesson.</p>	<p>With guidance and support, the Teacher Candidate has ongoing difficulty implementing a lesson.</p> <p><i>The Teacher Candidate has difficulty using clear and effective instructional and questioning techniques that incorporate a range of thinking skills and/or promoting relevant purposeful talk and student dialogue.</i></p> <p><i>The Teacher Candidate has difficulty demonstrating appropriate timing and pacing and/or managing transitions.</i></p> <p><i>The Teacher Candidate has difficulty in employing instructional strategies to engage all learners and/or adjusting lessons to circumstances.</i></p>	<p>Within a collaborative community of inquiry, the Teacher Candidate appropriately implements a lesson.</p> <p><i>The Teacher Candidate uses instructional and questioning techniques that incorporate a range of thinking skills and promotes relevant purposeful talk and student dialogue.</i></p> <p><i>The Teacher Candidate demonstrates appropriate timing and pacing and manages transitions.</i></p> <p><i>The Teacher Candidate employs instructional strategies to engage all learners and adjusts lessons to circumstances.</i></p>
<p>Assessment - Student Learning: Assesses student work fairly, accurately and in a timely manner. Encourages students to seek ways to improve responses when giving answers in class, and/or in assignments/tests.</p>	<p>With guidance and support, the Teacher Candidate has ongoing difficulty implementing assessment strategies.</p>	<p>Within a collaborative community of inquiry, the Teacher Candidate implements appropriate assessment strategies.</p>