|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Candidate:** |  | **Faculty Supervisor:** |  | **Cooperating Teacher:** |  |
| **Date:** |  | **School:** |  | **Grade/Subject:** |  |

|  |  |
| --- | --- |
| ***Delivery of Instruction*** | **NA NM D M CM** |
| Lesson purpose is clearly evident to students | [ ] [ ] [ ] [ ]  |
| Makes use of teachable moments | [ ] [ ] [ ] [ ]  |
| Instructions are clear & concise for students | [ ] [ ] [ ] [ ]  |
| Exemplars have been utilized to enhance student understanding | [ ] [ ] [ ] [ ]  |
| A variety of instructional strategies is evident during lesson | [ ] [ ] [ ] [ ] [ ]  |
| Student groupings have been considered to enhance learning | [ ] [ ] [ ] [ ] [ ]  |
| Utilizes questioning techniques to enhance learning | [ ] [ ] [ ] [ ]  |
| Engages students in active thinking during lessons | [ ] [ ] [ ] [ ]  |
| Demonstrates enthusiasm for teaching | [ ] [ ] [ ] [ ]  |
| Projects a “teacher presence/voice” during delivery (ie comfortable, confident, etc.) | [ ] [ ] [ ] [ ]  |
| Has a good command of the spoken and written language used for instruction | [ ] [ ] [ ] [ ]  |
| Provides closure to lessons. | [ ] [ ] [ ] [ ]  |
| Lesson flow is appropriate (time allotments for activities). | [ ] [ ] [ ] [ ]  |

**Assessment: Pass** [ ]  **Fail** [ ]  **Incomplete** [ ]  **Course: 271** [ ]  **371** [ ]  **474** [ ]  **475** [ ]

|  |  |
| --- | --- |
| ***Assessment and Evaluation*** | **NA NM D M CM** |
| Considers assessment (framework) while constructing lessons.(How will students demonstrate their learning?) | [ ] [ ] [ ] [ ]  |
| Performs pre-assessment of student’s skills, knowledge, or experience | [ ] [ ] [ ] [ ] [ ]  |
| Has considered /used a variety of assessment strategies & tools | [ ] [ ] [ ] [ ] [ ]  |
| Checks for student understanding during lesson | [ ] [ ] [ ] [ ]  |
| Discusses assessment practices & results with the CT | [ ] [ ] [ ] [ ] [ ]  |
| Feedback to students is provided in a timely fashion | [ ] [ ] [ ] [ ] [ ]  |
| Identifies students who need assistance during & following lessons | [ ] [ ] [ ] [ ]  |
| Demonstrates understanding of assessment “as / for / of” learning | [ ] [ ] [ ] [ ]  |
| Matches assessment strategies to learning outcomes / targets | [ ] [ ] [ ] [ ] [ ]  |
| Student input into assessment development & criteria is practiced/considered | [ ] [ ] [ ] [ ] [ ]  |

|  |  |
| --- | --- |
| ***Planning and Preparation for Learning*** | **NA NM D M CM** |
| Knowledge of subject matter | [ ] [ ] [ ] [ ]  |
| Familiarity with MB curriculum | [ ] [ ] [ ] [ ]  |
| Clarity of Lesson Plans | [ ] [ ] [ ] [ ]  |
| Lessons demonstrate activating, acquiring, and applying strategies of lesson content | [ ] [ ] [ ] [ ]  |
| Assessment data was considered/used to inform instruction. | [ ] [ ] [ ] [ ] [ ]  |
| ICT has been utilized or considered in lesson delivery & for student learning | [ ] [ ] [ ] [ ] [ ]  |
| Necessary lesson resources / materials are utilized and available | [ ] [ ] [ ] [ ]  |
| Cultural sensitivity/diversity is evident in lessons | [ ] [ ] [ ] [ ] [ ]  |
| Differentiated instruction is evident (ie. MI’s, Learning Styles, abilities, interests) | [ ] [ ] [ ] [ ]  |

q

**NA – Not applicable –** Area listed is N/A to the lesson under observation

**NM – Not Meeting** – Does not meet expectations in this area for a pre-service teacher in this placement

**D – Developing –** Demonstrating effort & growth in this area

**M – Meeting –** Usually demonstrates the skill set expected of a pre-service teacher in this placement

**CM – Consistently Meeting –** Alwaysdemonstrates the skill set expected of a pre-service teacher in this placement

|  |  |
| --- | --- |
| ***Classroom Engagement & Environment*** | **NA NM D M CM** |
| Classroom is a safe environment where students are engaged in learning | [ ] [ ] [ ] [ ]  |
| Has the attention of most students prior to beginning a lesson | [ ] [ ] [ ] [ ]  |
| Confusion is rare with interruptions and transitions skillfully managed | [ ] [ ] [ ] [ ]  |
| Classroom routines are evident and adhered to | [ ] [ ] [ ] [ ] [ ]  |
| Discusses behavioral expectations & invites student input when applicable  | [ ] [ ] [ ] [ ] [ ]  |
| Is consistent, fair & respectful | [ ] [ ] [ ] [ ]  |
| Practices proactive discipline and manages disruptions well | [ ] [ ] [ ] [ ]  |
| Fosters positive interactions with students | [ ] [ ] [ ] [ ]  |
| Maximizes learning time | [ ] [ ] [ ] [ ]  |
| Expresses high expectations for student behavior & skillfully adheres to them | [ ] [ ] [ ] [ ] [ ]  |
| Expresses high expectations for academic performance | [ ] [ ] [ ] [ ]  |

|  |  |
| --- | --- |
| ***Family communication & school Community Involvement*** | **NA NM D M CM** |
| Aware of and incorporates students’ culturally sensitive perspectives & beliefs in lessons | [ ] [ ] [ ] [ ]  |
| Effort made & is comfortable communicating and being involved with family meetings / conversations | [ ] [ ] [ ] [ ] [ ]  |
| Follows up on assignments | [ ] [ ] [ ] [ ]  |
| Participates in extracurricular events at the school | [ ] [ ] [ ] [ ]  |

**\*\* Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately**

|  |  |
| --- | --- |
| ***Professional Responsibilities*** | **NA NM D M CM** |
| Aware of division and school policies | [ ] [ ] [ ] [ ]  |
| Arrives early and prepared for lessons / day | [ ] [ ] [ ] [ ]  |
| Stays late to prep and attend necessary meetings | [ ] [ ] [ ] [ ]  |
| Perfect attendance | [ ] [ ] [ ] [ ]  |
| Maintains confidentiality regarding staff & students | [ ] [ ] [ ] [ ]  |
| Has developed professional relationships with CT and other staff | [ ] [ ] [ ] [ ]  |
| Seeks feedback and suggestions and acts upon them | [ ] [ ] [ ] [ ]  |
| Is a “team” player | [ ] [ ] [ ] [ ]  |
| Practices good judgement | [ ] [ ] [ ] [ ]  |
| Self –reflects / sets goals | [ ] [ ] [ ] [ ]  |
| Aware of and demonstrates student teaching requirements:* Contacted school in advance
* Contacted supervisor in advance
* Presented criminal record and child abuse registry checks
* Notifies school and CT in advance due to illness or emergency
* Maintains a professional dress code
* Maintains student records (attendance, marks, etc)
* Provides a lesson plan in advance of an observed lesson
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |

|  |  |  |
| --- | --- | --- |
| **COMMENTS** | **COURSE**  | **KEY INDICATORS** |
|

|  |  |
| --- | --- |
| **1st Placement – 1st YrCourse # 01:2715 weeks Term I Fall2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors** | Identifies goal(s) for placement and completes goal(s) reflections.Actively observes the classroom & becomes aware of classroom management & routines.Becomes familiar with students & develops rapport with both staff and students. Develops professional relationships.Becomes familiar with the role of the education assistant and understands the importance and function of classroom assistants in the support role for student learning.Based on the cooperating teacher’s units that are being taught, the preservice teacher will develop and teach 2 lessons per week for the final 3 to 4 weeks. Complete lesson plans must be constructed. Cooperating Teachers may assist pre-service teachers in the development of lesson plans. |
| **2nd Placement – 1st YrCourse # 01:3717 weeks Term II Spring2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors** | Identifies goal(s) for placement and completes goal(s) reflections.Actively observes for 1st week while participating in classroom routines and assisting with individual students.May do some collaborative teaching with cooperating teacher.Assumes responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, preservice teachers become responsible for at least 2 blocks on the time table. Complete unit and lesson plans must be constructed. Assistance may be required.Preservice teachers may team teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility.Active participation in all classes is expected at all times. |
| **3rd Placement – 2nd YrCourse # 01:4746 weeks Term I Fall2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors** | Identifies goal(s) for placement and completes goal(s) reflectionsInformal observation is expected in the first week of September. NO formal record of written observation sheet is expected.With commencement of the final 5 weeks, the first week will be spent informally observing, establishing rapport & professional relationships, actively assisting in classroom routines and preparing for teaching.Team teaching with the cooperating teacher may occur to transition into a minimum of 3 weeks full time teaching. Complete unit and lesson plans are required. Some assistance may be needed.Being a reporting period, preservice teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested. Involvement in student-lead parent teacher conferences is recommended. |
| **4th Placement – 2nd YrCourse # 01:475 7 weeks Term II Spring2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors** | Identifies goal(s) for placement and completes goal(s) reflectionsArrives prepared and confident. Displays an ease of rapport with students and professional relationships. Is actively involved within the “life” of the school.Understands differentiation and possesses strategies for classroom management.Maintains classroom routines while demonstrating independent initiative in planning, assessing, & delivering instruction. Displays team spirit and collaborative philosophy.Displays a professional demeanor reflective in personal presentation & belief that all students are able to learn.Assumes full time teaching for 5 weeks. Unit plans and lesson plans must be completed independently. Planning processes must reflect a variety of grade appropriate strategies. Assessment should support “as”, “of”, and “for” learning practices.Above all, displays “readiness” to the full time role as a classroom teacher. |

|  |
| --- |
| **Signature of Cooperating Teacher:**  |
| **Preservice Teacher Comments and Signature:** |
| **Days Absent:**  | **Plan for alternative dates:**  |

**Signature of Faculty Supervisor:** |