

FORMATIVE EVALUATION TECHNICAL VOCATIONAL EDUCATION PROGRAM

Teacher Candidate:		Faculty Supervisor:		Cooperating Teacher:	
Dates:		School:		Grade/ Subject:	
Visit 1:		Visit 2:			
Visit 3:		Visit 4:			

Planning And Preparation for Learning:	Comments/Suggestions:
<ul style="list-style-type: none"> • Knowledge of subject matter • Familiarity with MB curriculum • Clarity of planning (lessons & units) • Lesson demonstrate activating, acquiring, and applying strategies of lesson content • Assessment data was considered/used to inform • ICT has been utilized or considered in delivery and for student learning • Necessary resources / materials are utilized and available • Cultural Sensitivity / diversity is evident • Differentiated instruction is evident • Indigenizing content has been considered in planning 	

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Delivery of Instruction:	Comments/Suggestions:
<ul style="list-style-type: none">• 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 lessons/unit• Student groupings have been considered to enhance learning• Utilizes questioning techniques to enhance learning• Checks for student understanding throughout lesson• Projects a teacher presence/voice during delivery (comfortable, confident,etc)• Demonstrates enthusiasm for teaching• Has a good command of the spoken and written language used for instruction• Lesson flow is appropriate (time allotments for activities)• Provides closure to lessons	

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Classroom Engagement & Environment:	Comments/Suggestions:
<ul style="list-style-type: none">• Classroom is a safe environment where students are engaged in learning• Has the attention of most students prior to beginning a lesson• Practices pro-active classroom management strategies• Transitions are skillfully managed (confusion is rare)• Consistently reviews and discusses behavioral & academic expectations & invites student input	

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Assessment and Evaluation	Comments/Suggestions:
<ul style="list-style-type: none"> • Has considered assessment (framework) while constructing lessons & units. (Beginning with the end in mind) (How will students demonstrate their learning?) • Matches assessment strategies to learning outcomes / targets • Performs pre-assessment of student's skills, knowledge or experience • Has considered/used a variety of assessment strategies & tools – providing options for learners • Discusses assessment practices & results with CT • Feedback to students is provided in a timely fashion • Able to identify students needing assistance during & following lessons • Demonstrates understanding of assessment “as/for/of” learning • Student input into assessment development & criteria is considered/practiced 	

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<p>Communications (Students / Families / School)</p> <ul style="list-style-type: none"> • Effort made & is comfortable communicating and being involved with family meetings / conversations • Student progress – including successes/challenges/next steps is effectively communicated with all stakeholders, throughout the term, including utilizing the student report card 	<p>Comments/Suggestions:</p>
<p>Professional Responsibilities:</p> <ul style="list-style-type: none"> • Aware of division & school policies • Maintains confidentiality regarding staff and students • Has developed professional relationships with the CT and other staff • Seeks feedback and suggestions and acts upon them Open to leadership and professional development opportunities to enhance practice 	<p>Comments/Suggestions:</p>