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

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| ***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 |  |
| Projects a “teacher presence/voice” during delivery (ie 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. |  |

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

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| ***Assessment and Evaluation*** | **NA NM D M CM** |
| Considers assessment (framework) while constructing lessons & units.  (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 |  |

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| ***Unit & Lesson Planning and Preparation for Learning*** | **NA NM D M CM** |
| Knowledge of subject matter |  |
| Familiarity with MB curriculum |  |
| Clarity of Lesson Plans (lesson & unit) |  |
| 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 & available |  |
| Cultural sensitivity/diversity is evident |  |
| Differentiated instruction is evident (ie. MI’s, Learning Styles, abilities, interests, etc.) |  |
| Indigenizing content has been considered in planning. |  |

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**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

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| ***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 |  |

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| ***Family communication & school Community Involvement*** | **NA No At Yes**  **Times** |
| Aware of and incorporates students’ culturally sensitive perspectives & beliefs in lessons & units |  |
| Effort made & is comfortable communicating and being involved with family meetings/conversations |  |
| Participates in extracurricular events at the school |  |
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**\*\* Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately**

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| ***Professional Responsibilities*** | **NA No At Yes**  **Times** |
| Aware of division and school policies |  |
| Arrives early and prepared for lessons/day |  |
| Stays late to prep and attend necessary meetings |  |
| 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 * Provides unit plans as requested |  |

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| **COMMENTS** | **COURSE** | **KEY INDICATORS** |
| |  |  | | --- | --- | | **1st Placement – 1st Yr Course # 01:271 5 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors** | Prepare two reflections to be shared with your Faculty Supervisor.  Actively observe the classroom paying attention to classroom management strategies & routines.  Become familiar with students &develop rapport with both staff and students.  Develop professional relationships.  Become familiar with the role of the education assistant and understand 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 pre-service teacher will develop and teach one or two lessons per day for the final 3 to 4 weeks. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons. | | **2nd Placement – 1st Yr Course # 01:371 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s)  3 Formal Observations by Faculty Supervisors** | Prepare two reflections to be shared with your Faculty Supervisor.  Actively observing and assisting for 1st week while participating in classroom routines  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, pre-service teachers become responsible for at least 2 blocks on the time table. Complete unit and lesson plans must be constructed for these 2 blocks/subject areas. Assistance may be required. NOTE: Lesson plan summaries can be utilized for unit plans.  Pre-service teachers may team-teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility.  More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons. | | **3rd Placement – 2nd Yr Course # 01:474 6 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors** | Prepare two reflections to be shared with your Faculty Supervisor. Complete lessons plans must be constructed for all observed lessons.  Informal observation is expected in the first week of September.  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. Three complete unit plans with accompanying lesson plan summaries are required. Some assistance may be needed. Unit & lesson plans should reflect differentiation reflective of the class. Moving directly into the instructional role may suit most situations.  Being a reporting period, pre-service teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested. | | **4th Placement – 2nd Yr Course # 01:475  7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s)  3 Formal Observations by Faculty Supervisors** | Prepare two reflections to be shared with your Faculty Supervisor. Complete lesson plans must be constructed for all observed lessons.  Arrive prepared and confident, displaying an ease of rapport with students, comfortable creating professional relationships and actively involved within the “life” of the school.  Understands differentiation and possess strategies for classroom management.  Maintain classroom routines while demonstrating independent initiative in planning, assessing & delivering instruction. Display team spirit and collaborative philosophy.  Display a professional demeanor reflective in personal presentation &belief that all students are able to learn.  Assume full time teaching for 5 weeks. Four unit plans with accompanying lesson plan summaries must be completed independently. Planning processes must reflect a variety of grade appropriate strategies and differentiated material as required.  Assessment should support “as”, “of”, and “for” learning practices.  Above all, display “readiness” to the full time role as a classroom teacher. |  |  |  | | --- | --- | | **Signature of Cooperating Teacher:** | | | **Preservice Teacher Comments and Signature:**  Attendance: | | | **Days Absent:** | **Plan for alternative dates:** |     **Signature of Faculty Supervisor:** | | |