

PRACTICE TEACHING EVALUATION
Concurrent - Year Five, Block Nine

Student Name: White, Joelle

Evaluation Date: 24 February 2015

District School Board Ontario North East Board	Kerns P.S. School/Location	Ronald A. Judd Associate Teacher	5/6 Grade/Subject
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OVERALL RATING: Level of Development

	Weeks	1	2	3	
EXEMPLARY Displays exceptional teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EXEMPLARY
PROFICIENT Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PROFICIENT
ADEQUATE Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ADEQUATE
DOES NOT MEET EXPECTATIONS Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DOES NOT MEET EXPECTATIONS

Overall Comments:

Ms. White has demonstrated a deep commitment to her students and to the teaching profession. In the observed lesson she fostered a risk-free atmosphere that encouraged a high degree of student participation while respecting the varied needs of the learners. She actively seeks out opportunities to improve her teaching practice. Ms. White will be a definite asset to any teaching staff. Good luck as you enter the profession Joelle!

1. Commitment to Pupils and Pupil Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Throughout the observed lessons and in our conversations, it was evident that Ms. White has a strong commitment to the profession and to student learning. As the lesson progressed she demonstrated not only awareness of identified learning needs but also understanding of emotional and health stresses that were affecting some students. Her application activity was clearly defined and yet at the same time open-ended enough to allow for creative and divergent thinking.
Shows care and commitment to pupils and to teaching	X					
Treats pupils equitably and with respect	X					
Creates opportunities for problem-solving, decision making and critical thinking	X					
Makes adjustments to meet student needs (Identified, ELD, ELL,...)	X					

2. Leadership and Community	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Ms. White has diligently assumed her professional role and responsibilities. Her practice teaching binder is very complete and well-organized. The binder includes evidence of on-going communication with not only her ATs but also other staff at her various schools.
Collaborates with others to create a learning community	X					
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)	X					

Days Absent: # Days Late:

ASSOCIATE TEACHER FACULTY

Katherine J. Bond-Johnson
SIGNATURE

Student Name: White, Joelle

3. Ongoing Professional Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Ms. White's lesson plans and binder contain strong evidence that she makes a consistent effort to learn new strategies and technologies and that she is not hesitant to try them out in the classroom. She reflects thoroughly on each lesson and at the end of each week and adjusts her practice accordingly.
Demonstrates commitment to professional growth	X					
Engages in reflection	X					

4.a) Professional Knowledge - Planning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Ms. Whites lesson plan for the observed lesson was detailed and complete. She carefully chose appropriate curriculum expectations and learning skills and linked them to the lesson content. The lesson content was clearly outlined and logically sequenced and clear links were made to previous poetry lessons to reinforce such terms as metaphor and simile. Assessment was planned and the task expectations were clearly outlined and displayed. A wide variety of teaching strategies were incorporated into the lesson plan in order to meet the differing needs of the learners.
Identifies lesson expectations (curriculum and learning skills) and refines where necessary		X				
Outlines and understands curriculum content and its underlying concepts, facts and skills	X					
Matches assessment with expectations	X					
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations		X				
Plans for the learning environment and resources	X					
Plans and develops teaching/learning strategies	X					
Plans a consolidation and application task(s)	X					

4.b) Professional Knowledge - Implementing and Assessing	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): The lesson began with a reading of a humorous Shel Silverstein poem setting a positive tone and reinforcing that poetry can be fun. Throughout the lesson Ms. White employed a variety of teaching strategies to encourage student involvement and understanding. Her seamless integration of Smart Board technology enhanced the lesson delivery and further encouraged student engagement. The Smart Board technology was also successfully offered to student with behavioural and learning needs allowing him to participate fully. Success criteria were clear to the students and Ms. White developed and used a Glow and Grow feedback sheet that combined teacher and self-assessment. Lesson pacing was appropriate and when it became obvious that some students would require more creative time, this accommodation was made smoothly.
Engages the students through an introductory activity	X					
Uses instructional strategies which facilitate learning	X					
Uses technologies and resources	X					
Consolidates and provides an application that solidifies the learning	X					
Uses assessment strategies/recording devices		X				
Aware of pacing and timing and the need to be flexible		X				

5. Management and Communication Practices	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Ms. Whites calm yet enthusiastic manner set a positive tone for the lesson. Her voice was clear and understandable throughout the lesson. She encouraged deeper thinking through many of her questions and encouraged students to expand on their answers by asking Why? Throughout the lesson students were encouraged to participate and put forth answers in a risk free, collaborative learning environment. The application task encouraged creativity and students were free to choose their working partners or to create on their own. Ms. White successfully employed a variety of classroom management strategies and her praise for student behaviour and answers was authentic.
Models communication practices (voice, spoken/written language,...)	X					
Uses questioning techniques (Bloom's, probes, prompts, wait time,...)		X				
Promotes a positive and collaborative learning environment	X					
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies,...)	X					
Reinforces positive behaviour	X					