

Faculty of Education Summative Practicum Assessment

This assessment is intended to assist Associate Teachers in making judgments about demonstrated levels of teaching proficiency. **Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his B.Ed./Dip.Ed. year.**

A candidate who is still 'Progressing Toward Expectations' in the winter and Summer 2 practicum components must be assisted with a formal Candidate in Difficulty process to try and achieve an overall rating of 'Meets Expectations'. Please see page 10 of the Practicum Handbook for the Candidate in Difficulty process.

Please ensure both Associate Teacher and Teacher Candidate sign page 3 of the assessment.

Candidate Name: Natalie Visser

School: St. David C.S.S.

Associate Teacher: Susie Johnson/Kuldip Bachher

Gr/Sub: Grade 11 and 12 U Chemistry/ Grade 10D Science

Board: Waterloo Catholic District School Board

Date Completed: March 11, 2016

Days Absent: 0

Overall Rating: Meets Expectations

Summative Assessment Dates:

November 2-20, 2015 (15 days)

February 16-March 11, 2016 (19 days)

May 2-27, 2016 (19 days)

Other

I – Professionalism

1. Initiative & dependability

Effectively assumes appropriate degree of responsibility for the classroom

Exceeds Expectations

Takes initiative to contribute to students' learning in many ways

Exceeds Expectations

2. Discretion & professional judgement

Uses appropriate professional judgement and discretion in relation to interactions with students

Exceeds Expectations

Demonstrates sound judgement in dealing with parents, peers and colleagues

Exceeds Expectations

3. Response to mentorship

Invites and incorporates Associate Teacher feedback to improve teaching practices

Exceeds Expectations

Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice

Exceeds Expectations

Demonstrates progress towards achieving teaching and learning goals

Exceeds Expectations

Comments, next steps:

Natalie has gone above and beyond expectations to manage her time and her responsibilities throughout the last few weeks.

She has taken any and all constructive feedback and used it to better her teaching strategies.

She has made herself available to help students whenever it was necessary; during class, in the morning, at lunch and after school.

II – Supporting a Community of Learners

1. Promoting a safe and trusting learning community

Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students

Meets Expectations

2. Promoting student independence

Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations

Meets Expectations

Comments, next steps :

Natalie was always good at circulating around the classroom while the students were working. She should make it a priority to 'bring back' distracted students to the lesson, before continuing on with the lesson.

III – Planning and Preparing

1. Use of curriculum documents

Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students

Meets Expectations

Demonstrates sound knowledge of appropriate subject matter

Meets Expectations

2. Sequencing of steps in a lesson or unit

Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning

Meets Expectations

Plans for appropriate student involvement and follow-up activities

Meets Expectations

3. Differentiation

Designs learning and assessment activities that are deliberately differentiated based on students' needs

Exceeds Expectations

Demonstrates understanding of use of appropriate accommodations and modifications for individual students

Meets Expectations

4. Resources

Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment

Exceeds Expectations

Uses a range of resources to support the development of information literacy skills

Exceeds Expectations

Comments, next steps :

Natalie has prepared subject appropriate lessons, assisted in test and quiz creation and has helped to prepare lab demonstrations and full class labs.

IV- Lesson Presentation

1. Instructional strategies Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices	Meets Expectations
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	Meets Expectations
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses	Exceeds Expectations
Works to engage students both in the learning and with each other	Exceeds Expectations
4. Appropriate and effective use of language Expresses ideas, directions and options clearly	Exceeds Expectations
Models a standard for oral and written work	Meets Expectations
5. Engaging all learners Uses effective questioning	Meets Expectations
Effectively uses strategies such as wait time and checking for understanding to engage all students in learning	Meets Expectations

Comments, next steps :

Natalie showed competency in many areas of lesson presentation. The students were mostly engaged with her lessons and the experiments that were preformed. Natalie could improve her lessons by going over the material, anticipating questions that the students may ask and by making sure to model all safety protocol.

V- Assessment

1. Assessment for learning Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing	Exceeds Expectations
Helps students to use this information for next steps	Meets Expectations
2. Assessment as learning Creates opportunities for student self-assessment to help students to identify their learning needs	Exceeds Expectations
Helps students to create appropriate, short-term curricular, personal or learning skill goals	Exceeds Expectations
Makes judgements about achievement in fair, transparent and equitable ways	Exceeds Expectations
3. Assessment of learning Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement	Meets Expectations
Makes judgements about achievement in fair, transparent and equitable ways	Meets Expectations

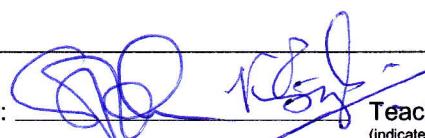
Comments, next steps:

Natalie created a learning checklist for the students that was a valuable tool for them to assess their understanding of the topics their level of effort put forth to achieve their understanding.

Natalie has successfully assessed homework, quizzes, assignments and test. She has made appropriate comments on the assessments to challenge students to improve in all areas.

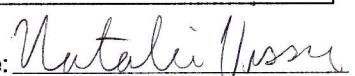
Natalie has familiarized herself with the MOE standards for curriculum development and assessments.

Associate Teacher Signature:



Teacher Candidate Signature:

(indicates receipt of the assessment only)



Please indicate an Overall Rating at the top of page 1

Additional Comments can be made on page 4.

Distribution: Original: Teacher Candidate Copies Practicum Office, Associate Teacher, Faculty Liaison

**Practicum Office
Faculty of Education
Duncan McArthur Hall
Queen's University
Kingston, ON K7M 5R7
613-533-6202 FAX: 613-533-6596**