

PRACTICUM EVALUATION FORM (Advanced Practicum)

Student Abigail Gogan

Number _____

Date May 5/2024

School Citadel High School

Grade(s)/Subject(s) Math 11 Essentials, Math 12 & Pre Calculus (IB)

The Practicum Evaluation form will be completed at the end of the **Advanced Practicum**. The Faculty Mentor will conduct meetings with the Pre-Service Teacher at the schools to explain, promote and monitor the Pre-Service Teachers' efforts with self-evaluation. At the end of each reporting period, the Pre-Service Teacher is expected to begin the evaluation process through self-evaluation based on evidence gathered in each of the target areas.

Levels of performance categories:		Meets Expectations	Target(s) to work on	Does Not Meet Expectations
PROFESSIONAL TARGETS	Adapted from Danielson, Charlotte (2007). Enhancing Professional Practice: A Framework for Teaching 2 nd edition. Alexandria, Virginia: Association for Supervision and Curriculum Development			
PLANNING AND PREPARATION				
1. Demonstrates an interest in working with learners of this particular age group.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Displays an awareness of, and an interest in, curriculum at this level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Displays knowledge of content related to pedagogy		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Links plans to curriculum outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identifies and develops appropriate resources		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Creates lesson plans		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Differentiates lessons to accommodate learners		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Includes varied strategies to assess student learning		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Reflects on lesson effectiveness when planning future lessons (e.g. student learning, pacing, procedures, clarity)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Uses assessment tools to inform instructional planning		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Produces long term plans		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

"Abigail is really good at building question complexity. Start them off with questions they can do and then purposely scaffold more intricacies into succeeding questions to make them tougher but allowing students to make measured success in a step by step process." (Deveaux)

"Abigail is not afraid to ask me questions, "Did I do a good job", and we reflect on what has transpired in the lesson." (Deveaux & Gogan)

"She is super great with clarity and pacing and provides a clear path for next steps with regards to the math and the solving of problems." (Deveaux & Demmings)

"We look at the problems and went over what students need to re-do and then Abigail followed through on that process." (Deveaux & Gogan)

"In regards to long term planning, we developed the first unit together and then Abigail planned and delivered the second unit. She did a great job with that unit. The timing of lessons and delivery was on point. (Deveaux & Gogan)

"Abigail has such a nice ease with which she presents and teaches lessons. Nothing seems to get her too riled up. She delivers her lessons with confidence and clarity. It is obvious that Math is a strong subject for Abigail. There was never any doubt that she did not know how to find a solution to a question or to reference specific terminology while problem solving or following through on mathematical form and format. She teaches math as if she has been doing it for years." (Demmings)

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CLASSROOM ENVIRONMENT			
12. Establishes appropriate rapport with students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Contributes to a safe and healthy environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Interacts appropriately with all classroom personnel (teachers, peer pre-service teachers, teacher assistants, mentors, helpers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Helps to maintain clear routines and expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Maintains courteous, respectful interactions among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Employs transition strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Organizes and utilizes instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Monitors and responds appropriately to student behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Conveys enthusiasm for subject area(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Maintains appropriate expectations for student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Encourages students to take pride in their work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Demonstrates a student-centered mentality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: <p>"Abigail is wonderful in establishing relationships with students." (Deveaux & Demmings)</p> <p>"She quickly ingratiated her with school personnel and was amazing at it." (Deveaux)</p> <p>"In regards to maintaining respectful interactions among students; this could be a work in progress. She is so nice, but she did start to show her edge in the latter part of the semester which was great to see." (Deveaux, Gogan & Demmings)</p> <p>"Abigail, like most new teachers, will need to find her own classroom management style over time. She did well during this practicum but more experience and practice in this realm is always desired for new educators." (Demmings)</p> <p>"Incident that happened last week, Abby was on it and diffused the situation super fast. She did an amazing job! She can hold the fort." (Deveaux & Gogan)</p> <p>"I worked at a summer camp and that gave me experience dealing with students who are not getting along." (Gogan)</p> <p>"She acts and makes decisions restoratively and not punitively." (Deveaux)</p> <p>"I have noticed over the course of the Advanced Practicum a refining of purposeful transitions. They are organized, smooth and allow for the orderly flow of the lesson." (Demmings)</p>			

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INSTRUCTION			
24. Communicates (information, concepts, directions, procedures) clearly and accurately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Draws on students' existing knowledge and experience to promote learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Includes opening activity in lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Provides closure in lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Uses varied questioning strategies (open/closed, wait time, varied levels, distribution, probing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Attempts to engage all students in learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Paces lessons appropriately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Uses a variety of grouping arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Employs a variety of learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Offers a variety of learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Integrates a variety of resources/materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Monitors student learning and provides feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Adjusts lessons in response to students' needs, strengths and interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: <p>"Being new this semester to Citadel High, Abby did a real good job learning about her students and their existing knowledge to promote lesson building and student learning. I would say she did this in record time and I am confident she will be on the ball even sooner when she gets her own classroom." (Deveaux)</p> <p>"In regards to using a variety of grouping arrangements, we pretty much worked in groups everyday. Once in a while we would organized desks and break up friend teams. Sometimes we would use the playing cards to select our groups or other similar strategies. It all seemed to work out well." (Gogan)</p> <p>"We worked constantly on marking and getting results back in a timely manner. The teaching moment with this is showing how big the volume of assigning marks gets and how to manage it so that students keep a running track of their own progress." (Deveaux & Gogan)</p> <p>"We have often discussed, even between classes, how one lesson taught never truly matches the other. Even in the same subject. We often discussed what went well or not well in one class and make adjustments for the next." (Deveaux & Gogan)</p> <p>"In the lessons I have observed, I am impressed by the caliber of the math being attempted by students and the expertise Abigail exudes as she goes through problems with students. I truly appreciate the math problem solving group work and the resources that were sourced to make lessons happen." (Demmings)</p>			

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PROFESSIONAL RESPONSIBILITIES			
37. Shows initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Is dependable and punctual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Dresses professionally	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Displays integrity and ethical conduct	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Uses oral and written language appropriate to a professional context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Participates in professional development activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Performs non-instructional duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Attends staff/team meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Reflects on teaching (self-evaluates, responds appropriately to feedback, offers peer feedback, utilizes reflections in future teaching)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Establishes and maintains collegial relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Maintains accurate notes and records (both instructional and non-instructional)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Contributes to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>COMMENTS:</p> <p>"At our recent parent/teacher meeting, Abby supported me with this unhappy parent. She got to witness the aggressive side of things and she handled it well." (Deveaux & Gogan)</p> <p>"We had a highly publicized incident that happened to one of our students at Citadel High and it was a huge pressure situation for the school to deal with. Abby handled it very well. She got way more experience than one would hope in regards to the tougher side of teaching at a public school." (Deveaux & Gogan)</p> <p>"In regards to item #45, I didn't know the students at first, but now that I know them we can conference and talk about how we can make this situation better? (Gogan)</p> <p>"Abigail is really good with Essentials students. She is good at negotiating." (Deveaux)</p> <p>"In addition to teaching math, Abigail has also been involved in her school through being a staff advisor to the school's GSA, giving extra help on her free time and giving support to the school play." (Gogan)</p> <p>"Abigail, has revealed herself over the course of the two practicums. She possesses many talents and can adapt to circumstances very well. From teaching grade 9 Music in one school to instructing in grade 12 Pre-Calculus in another, she was able to smoothly navigate the waters between these two dissimilar realms and make it work." (Demmings)</p> <p>"Focused, creative, organized and professional would be just a few of the adjectives one would use to describe Abigail's practicum experience. She has a congenial and inviting way about her and her knowledge and expertise, in the fields highlighted in this evaluation, is palatable to both students and staff. She will make a great addition to any teaching staff she chooses to join. Congratulations." (Demmings)</p>			

Ms. Abigail Gogan
PRE-SERVICE TEACHER

Mr. Rick Demmings
FACULTY MENTOR

Ms. Melissa Deveaux
PRACTICUM TEACHER