

Associate Teacher Daily Feedback Checklist – Classroom Practicum
Please ensure the Teacher Candidate receives a copy of this form

Teacher Candidate: Lishi Shi Lesson: Dec. 7 2022 – Grade 1

Meeting Block C expectations in Planning and Preparation.

- Generates effective lesson plans and unit plans with minimal support from AT
- Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs
- Incorporates learning goals and success criteria into planning
- Incorporates feedback from AT into lesson revisions and/or planning future lessons
- Makes explicit links to cross-disciplinary content in unit plans
- Welcomes co-planning opportunities

Lisha – great way to get them focused.. “If you can hear me..”

Why are there cubes here? You will find out.
Good redirection of Isaiah – good quiet voice.

Get everyone focused

. What kinds of shapes have we learned?

Lisha – great manner with kids.. good use of questions to get them to recall shapes. Positive reinforcement. You model thanking and respect for each other.

Suggestion: review carpet time expectations.
Sitting criss cross, hands in lap, eyes on me.
When required, ask students to move away from friend.

SOOO happy to see you use learning goal. And Success criteria.

Suggestion: have them choral read the success criteria so they are all using the words.

Good use of SC to figure out what they are going to do.

***Excellent use of questioning to check for understanding as well as get them to think and recognize what they know.

Holding two slightly different regular prisms. Greta use of questioning to get them to think about problem of whether they are the same or different?

Good for you for persevering so that they all are engaged.

Good strategy to get them to choral count. You are modelling counting faces – and reinforcing vocabulary – LG using vocab to accurately describe 2D and 3D shapes.

Excellent to celebrate Ryan discovery that 2 triangles can make a square/diamond/rhombus

Weel done that you also celebrated that another student recognized clear magnets are actually 3D shapes.

Meeting Block C expectations in Implementation.

- Articulates lesson expectations effectively; gives clear instructions
- Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking)
- Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance -Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations

Meeting Block C expectations in Classroom Management.

- Establishes positive rapport and fosters a respectful classroom environment
- Maintains attention of the students with no intervention from AT

<ul style="list-style-type: none"> • Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students Meeting Block C expectations in Assessment and Evaluation. • Tracks and monitors student progress using a variety of tools • Makes observations of students to inform instruction • Uses a variety of assessment and evaluation strategies that support (the range of student learning tendencies) learner diversity • Applies principles of assessment for, as and of learning <p>Meeting Block C expectations in Diversity and Inclusion.</p> <ul style="list-style-type: none"> • Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners • Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using and appropriate variety of strategies based on detailed planning <p>Meeting Block C expectations in Professional Communication.</p> <ul style="list-style-type: none"> • Communicates clearly and in a manner that facilitates effective learning Meeting Block C expectations in Professionalism. • Demonstrates ongoing commitment and dedication to teaching • Demonstrates initiative • Responds positively to suggestions and feedback 	<p>Note: be careful when asking a question like “Do you want to build a house for the three little pigs?” what will you do if they say no. Rephrase.</p> <p>Good examples to give them ideas.</p> <p>Great that you had Caiden pick a friend to help him out.</p> <p>Have you seen IEPs? How do you program for these students?</p> <p>Good organization of materials</p> <p>Good circulation with students.</p> <p>Great activity. I took a moment to watch that all students were busy on task. Good that you give them a time check – 15 more minutes, 5 minutes , etc. love the use of the timer.</p> <p>You do an excellent job of circulating. Your interrogation of kids during their construction was excellent. I have no doubt you collected lots of assessment. How will you record what you observed and learned in conversation?</p> <p>The timing of the lesson was good. You gave them enough time to work on their structures. Well done.</p> <p>Good use of five finger breathing to calm them after excitement of building houses.</p>
<p>Faculty Advisor: Jill Foster</p>	<p>Date: Dec.</p>