

## Block B Formative Assessment (Classroom Practicum)

Teacher Candidate: **Shi, Lisha**

Faculty Advisor: **Lauren Hill**

Grade/Subject: **Grade 4/5**

Associate Teacher: **Erika Mark**

Evaluation Date: **4/21/2022**

School: **Kaawaate East City PS (KPRDSB)**

MM/DD/YYYY

### Guidelines for Assessment of the Competencies:

#### Not Yet Meeting Expectations

Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.

#### Meeting Expectations

Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.

#### Surpassing Expectations

Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations

### Meeting Block B Expectations in Planning and Preparation

#### EXPECTATIONS:

- Plans individual lessons with limited support from AT
- Generates effective unit plans with some support from AT
- Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools
- Incorporates learning goals and success criteria into planning
- Incorporates feedback from AT into lesson revisions and/or planning future lessons

			<b>X</b>

### Meeting Block B Expectations in Implementation

#### EXPECTATIONS:

- Articulates lesson expectations effectively; gives clear instructions
- Paces lessons effectively; lessons flow well and are coherent for students
- Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance
- Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations

			<b>X</b>

N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations

### Meeting Block B Expectations in Classroom Management

#### EXPECTATIONS:

Establishes positive rapport and fosters a respectful classroom environment  
 Maintains attention of the students with limited intervention support from AT  
 Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks

X

### Meeting Block B Expectations in Assessment and Evaluation

#### EXPECTATIONS:

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  
 Begins to apply principles of assessment for, as and of learning

X

### Meeting Block B Expectations in Diversity and Inclusion

#### EXPECTATION:

Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners  
 Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies

X

### Meeting Block B Expectations in Professional Communication

#### EXPECTATION:

Communicates clearly and in a manner that facilitates effective learning

X

### Meeting Block B Expectations in Professionalism

#### EXPECTATIONS:

Demonstrates ongoing commitment and dedication to teaching  
 Demonstrates initiative  
 Responds positively to and incorporates suggestions and feedback

X

### Overall Progress to Date in Block B

(If "Not Meeting Expectations is indicated here, a Growth Plan needs to be implemented right away)

X

**Comments: Areas of Strength**

Miss Shi has developed a good rapport with many of the students in the class. She uses the curriculum to plan exceptionally thought-out lessons using Google Slides to meet a variety of learning needs in the classroom. Miss Shi is well prepared for lessons that are engaging for students and incorporate different learning styles. For example, she ensures that she has the materials she needs for the activities including art supplies, photocopies, and anchor charts for the students to reference.

Miss Shi's next steps are to continue to develop effective classroom management strategies when students are off-task and inattentive. Practice gaining and maintaining the attention of students and develop strategies to prevent students from having side conversations when she is teaching will be helpful. Miss Shi is encouraged to focus on the assessment and evaluation of student work after lessons and when students complete their activities to determine and document what students understand.