

Block A Formative Assessment (Classroom Practicum)

Teacher Candidat **Shi, Lisha**

Faculty Advisor: **Hill, Lauren**

Subject/Grade: **Kindergarten**

Associate Teacher **Robinson, Amber**

Evaluation Date: **December 6, 2021**

School: **Hampton Junior PS (KPRDSB)**

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 A Expectations in Planning and Preparation EXPECTATIONS: Plans individual lessons with some support from AT Begins to incorporate learning goals and success criteria into planning with support from AT Incorporates feedback from AT into lesson revisions and/or planning future lessons			X	
Meeting Block A Expectations in Implementation EXPECTATIONS: Articulates lesson expectations or goals effectively; gives clear instructions Develops appropriate pacing with practice Follows lesson plan that has been set out and approved by the Associate Teacher Materials are prepared in advance			X	

	N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block A Expectations in Classroom Management				X
EXPECTATIONS: Establishes positive rapport and fosters a respectful classroom environment Maintains attention of the students with some intervention support from AT Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks				
Meeting Block A Expectations in Assessment and Evaluation			X	
EXPECTATIONS: Tracks and monitors student progress using the AT's strategies and tools Begins to make observations of students to inform instruction Begins to utilize a variety of assessment and evaluation strategies				
Meeting Block A Expectations in Diversity and Inclusion				X
EXPECTATION: Begins to use a variety of teaching strategies in order to meet the needs of a diverse population of learners with support from the AT				
Meeting Block A Expectations in Professional Communication			X	
EXPECTATION: Communicates clearly and in a manner that facilitates effective learning				
Meeting Block A Expectations in Professionalism				X
EXPECTATIONS: Demonstrates ongoing commitment and dedication to teaching Demonstrates initiative Responds positively to and incorporates suggestions and feedback				
Overall Progress to Date in Block A				X
(If "Not Meeting Expectations is indicated here, a Growth Plan needs to be implemented as soon as possible.)				

Comments: Areas of Strength

Lisha is doing a great job on her first classroom placement! Lisha is eager to learn and has worked hard to establish a positive rapport with students. She arrives to the classroom early and is consistently looking for ways to help, both students and myself. She uses the classroom management strategies already established in the classroom. She looks for feedback to improve her teaching.

Comments: Next Steps

Lisha will be planning lessons in math, literacy and art.