



Consecutive B.Ed. Program: Block C Formative Assessment

Teacher Candidate Name

Shi, Lisha

Associate Teacher

Robertson, Jen

School

Roger Neilson PS

Subject/Grade Level of Practicum

Grade 1

Date of Evaluation

November 27, 2022

Guidelines for Assessment of the Competencies:

Surpassing Expectations	Meeting Expectations	Not Meeting 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.	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.	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.

Planning and Preparation

EXPECTATIONS INCLUDE:

- 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

Meeting Expectations

Implementation

EXPECTATIONS INCLUDE:

- 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, development phase, and consolidation
- 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 Expectations

Classroom Management

EXPECTATIONS INCLUDE:

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

Assessment and Evaluation

EXPECTATIONS INCLUDE:

- 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 learner diversity
- Applies principles of assessment for, as and of learning

Meeting Expectations

Diversity and Inclusion

EXPECTATIONS INCLUDE:

- Uses a 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 an appropriate variety of strategies based on detailed planning

Meeting Expectations

Professional Communications

EXPECTATIONS INCLUDE:

- Communicates clearly and in a manner that facilitates effective learning

Meeting Expectations

Professionalism

EXPECTATIONS INCLUDE:

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

Surpassing Expectations

Overall Progress to Date

PLEASE NOTE:

If "Not Meeting Expectations" is indicated here, a Growth Plan needs to be implemented as soon as possible.

Meeting Expectations

Comments: Areas of Strength

Lisha is very well versed in the Grade 1 curriculum and implements necessary components in a very accessible way for her Grade 1 students. Lisha is very reflective and spends valuable time breaking down student thinking and student progress in order to plan for the next steps. She is flexible and is able to adapt to a change of plans or a change in student thinking on the fly. She will mindfully correct student behaviour in a way that does not centre out the student or shame them but in the same respect, stops the behaviour in question and reinforces the expectation. I look forward to seeing the units she is implementing through to their completion.

Comments: Next Steps

As she is so eager to get her ideas across, at times, the students can get wiggly. We have spoken about implementing more frequent movement breaks and spending less time on the carpet. As her first week progressed, Lisha listened to and learned from modeling how she could incorporate more movement into her lessons. She was able to run a full inquiry lesson and gallery walk by the end of the week! She is encouraged to find ways to break up her lessons so that the students can move and rejoin the lesson ready for learning.