

## Block A Summative Evaluation (Classroom Practicum)

Teacher Candidate: **Shi, Lisha**

Faculty Advisor: **Hill, Lauren**

Grade/Subject: **Kindergarten**

Associate Teacher: **Robinson, Amber**

Evaluation Date: **December 18, 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

Plans individual lessons with some support from AT			<b>X</b>	
Begins to incorporate learning goals and success criteria into planning with support from AT			<b>X</b>	
Incorporates feedback from AT into lesson revisions and/or planning future lessons				<b>X</b>

### Meeting Block A Expectations in Implementation

Articulates lesson expectations or goals effectively; gives clear instructions			<b>X</b>	
Develops appropriate pacing with practice				<b>X</b>
Follows lesson plan that has been set out and approved by the Associate Teacher			<b>X</b>	
Materials are prepared in advance				<b>X</b>

N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations

### Meeting Block A Expectations in Classroom Management:

Establishes positive rapport and fosters a respectful classroom environment				<b>X</b>
Maintains attention of the students with some intervention support from AT			<b>X</b>	
Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks			<b>X</b>	

### Meeting Block A Expectations in Assessment and Evaluation

Tracks and monitors student progress using the AT's strategies and tools			<b>X</b>	
Begins to make observations of students to inform instruction				<b>X</b>
Begins to utilize a variety of assessment and evaluation strategies			<b>X</b>	

### Meeting Block A Expectations in Diversity and Inclusion

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				<b>X</b>
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### Meeting Block A Expectations in Professional Communication

Communicates clearly and in a manner that facilitates effective learning				<b>X</b>
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### Meeting Block A Expectations in Professionalism

Demonstrates ongoing commitment and dedication to teaching				<b>X</b>
Demonstrates initiative				<b>X</b>
Responds positively to and incorporates suggestions and feedback				<b>X</b>

### Overall Block A Result

			<b>X</b>
(If "Not Meeting Expectations is indicated here, this indicates the Teacher Candidate has been unsuccessful on this Practicum.)			

**Comments: Areas of Strength**

Lisha is a Teacher Candidate who is very professional and eager to learn. She frequently asks for feedback and incorporates comments into her next lesson. She asks how she can help around the classroom and enjoys helping students. Her lessons were engaging for students and well thought out. She showed improvement from her first lesson to her last. She should be proud of her growth over the past four weeks!

**Comments: Next Steps**

Lisha is working on thinking about how she will assess students during her lessons (take anecdotal notes, take pictures using Edsby Capture, a checklist, etc.). During lessons, she is working on strategies to refocus student's attention.