



Department of Education

PRACTICUM I EVALUATION FORM – YEAR 3

Teacher Candidate: David Cloutier

School: East Lake School

Grades/Subjects Taught: Hum 8, Leadership 8,
Health 8

Mentor Teacher: Ashley Lepage

Faculty Supervisor: Lorraine Dalglish

Date: November 30, 2016

Most teacher candidates will demonstrate knowledge, skills, and attributes in the “Meeting Expectations” category.

A checkmark in the "**Beginning**" column indicates that the teacher candidate's performance is acceptable but in the early stages of development. A checkmark in the "**Proficient**" column indicates that the teacher candidate consistently performs at a strong level. A checkmark in the "**Not Yet Meeting Expectations**" column indicates that the teacher candidate is not performing at the minimum level of expectation.

Teacher candidates who are rated as not yet meeting expectations in two or more areas are at risk of failing the practicum.

If an outcome has not been evident or the teacher candidate has not had an opportunity to demonstrate it, the mentor teacher is asked to identify this as **not applicable**. For each category on the evaluation, the rubric is shown above the corresponding evaluation section.

Professional Responsibilities

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Identifies and implements specific changes to practice based on reflection and feedback from Mentor	Does not know whether teaching was effective or achieved outcomes and resists feedback; no suggestions for	Has generally accurate impression of teaching effectiveness and general suggestions for improvement.	Makes an accurate assessment of teaching effectiveness with examples and makes specific suggestions for improvement.	Makes a thoughtful and accurate assessment of teaching effectiveness with numerous examples. Solicits feedback. Drawing on extensive repertoire of skills, TC offers specific alternatives and

Teacher and Faculty Supervisor	improvement.			likelihood of success.
Engages with colleagues in professional learning	Engages in little to no PD; no effort to share knowledge or assume professional responsibilities; relationships with colleagues are negative.	Engages in some PD. Limited professional sharing with colleagues; participates in professional conversations in a limited way. Maintains cordial relationships. Participates with school activities and projects when invited to do so.	Seeks out opportunities for PD. Actively engages with colleagues in professional conversations. Relationships are characterized by mutual support and cooperation. Participates in professional inquiry. Volunteers to participate in school events.	Seeks out opportunities for PD and research. Initiates important contributions to the profession. Relationships are characterized by mutual support and cooperation. Takes initiative in promoting culture of professional inquiry. Makes a strong contribution to school or district events
Establishes professional and ethical relationships	Dishonest in interactions with colleagues, students or public; practices do not always serve students well. Decisions are self-serving; does not comply with standards and regulations.	Honest in interactions with colleagues, students, and public; some inconsistency in serving students may contribute to inequity. Limited involvement in decision-making; may need reminders about compliance with standards and regulations.	Displays high standard of honesty, integrity and confidentiality in interactions with colleagues, students and public. Active in serving students and ensuring fair opportunities. Willing participant in decision making; complies with standards and regulations	Displays highest standards of honesty, integrity and confidentiality in interactions with colleagues, students and public; challenges negativity. Proactive in serving students, seeking out resources when needed. Takes an active role and ensures decisions reflect professional standards and comply with regulations.
Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections	Does not make connections between theory and practice.	Is able to connect theory-and-practice in general ways.	Is able to connect theory and practice by using examples that relate to the specific classroom context.	Is able to connect theory and practice using examples that link current and previous classroom contexts to current educational initiatives and theoretical underpinnings. Analyzes own professional identity within experiences of theory and practice contexts.

PROFESSIONAL RESPONSIBILITIES (KSAs b, l, n, o, p)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor	—	—	—	—	X
2. Engages with colleagues in professional learning	—	—	—	—	X
3. Establishes professional and ethical relationships	—	—	—	X	—
4. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections	—	—	—	—	X
<p>Comments:</p> <p>-Continuing to use continue use feedback from others to inform how I plan and do teaching differently</p> <p>-ensuring to respect professional boundaries and practice humility and tact when working with others</p> <p>-participated in school based PD day</p> <p>-observed parent-teacher interviews</p>					

Planning for Learning

Outcomes adapted from AB Education Teaching Quality Standard	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Uses programs of study to set learning goals	Lacks outcomes or they are phrased as activities rather than learning outcomes; goal is unclear.	Outcomes have some learning goals but purpose and link to other learning is sometimes unclear.	Outcomes reflect learning goals with sequence and link to other learning.	Outcomes reflect significant learning goals (not activities) with clear sequence and connection to previous and future learning with integration where appropriate.

Analyzes resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences	Lacks awareness of resources to support learning.	Some awareness of resources.	Aware of resources for classroom use and professional development.	Consistent use of resources for classroom use and professional development.
Translates outcomes into coherent short, medium, and long range plans	Lacks outcomes or they are phrased as activities rather than learning outcomes so goal is unclear.	Outcomes have some learning goals but purpose and link to other learning is sometimes unclear.	Outcomes reflect learning goals with sequence and link to other learning.	Outcomes reflect significant learning goals (not activities) with clear sequence and connection to previous and future learning with integration where appropriate.
Demonstrates understanding of pedagogies appropriate to the discipline	Displays little or no understanding of the range of pedagogical approaches suitable to the discipline.	Displays limited range of pedagogical approaches suitable to the discipline.	Plans reflect familiarity with a range of effective pedagogical approaches in the discipline.	Plans reflect familiarity with a wide range of effective and creative pedagogical approaches in the discipline including recent developments.
Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences	Weak understanding of child development and characteristics of learners (e.g. interests and cultural heritage). Unrealistic expectations of learners	Some knowledge of learner development and differences (e.g. interests and cultural heritage) but not consistently integrated into planning; some expectations are unrealistic.	Good knowledge of development and differences (e.g. interests and cultural heritage) in groups of learners and often incorporates this in lesson planning; reasonable expectations.	Systematically acquires information about development and learner differences (e.g. interests and cultural heritage) and clearly uses this information to inform lesson planning; appropriately high expectations.
Develops activities and assignments that are clearly aligned with	Learning experiences have single correct response; no	Learning experiences require mainly recall; minimal choice; suitable	Learning experiences challenge student thinking; some choice in how they	Learning experiences are appropriately challenging and highly engaging for almost all students.

learning goals, require deep thinking and support student engagement and choice	choice; not suitable for all learners.	for some learners.	complete tasks.	
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Planning For Learning (KSAs a, c, d, f)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses programs of study to set learning goals	-	-	-	-	X
2. Analyzes resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences	-	-	-	X	-
3. Translates outcomes into coherent short range plans	-	-	-	-	X
4. Demonstrates understanding of pedagogies appropriate to the discipline	-	-	-	X	-
5. Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences	-	-	-	X	-
6. Develops activities and assignments that are clearly aligned with learning goals, require deep thinking and support student engagement and choice.	-	-	-	X	-
Comments: -Continued development in LA pedagogy as well as SS pedagogy -Thinking has increased into differentiation and actively a part of design (still developing strategies to be able to offer it to students)					

Facilitating Learning

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Uses a variety	Learning	Learning	Learning	Learning experiences

of teaching strategies to engage learners in rich learning experiences	experiences have single correct response; no choice; not suitable for all learners; few students engaged.	experiences require mainly recall; minimal choice; suitable for some learners; some students are engaged.	experiences challenge student thinking; some choice in how they complete tasks; most students are engaged.	are appropriately challenging and highly engaging for almost all students; students modify learning to task to suit their needs or interests.
Incorporates the appropriate use of digital technologies	Digital technology employed in trivial ways or not at all.	Some use of digital technology.	Digital technology enriches learning.	Digital technology promotes innovation and dialogue to support learning.
Communicates and monitors high and achievable expectations in student-friendly language	Students are not always aware of expectations; little effort to monitor learning.	General communication of expectations; some monitoring of learning.	Communicates expectations of high quality work and monitors student learning to meet these expectations.	High expectations communicated clearly; multiple strategies to monitor student understanding.
Scaffolds student understanding including knowledge, skills, and strategies	Students are not provided with knowledge, skills or strategies for learning.	Provides students with some of the knowledge, skills and strategies for learning.	Provides students with the knowledge, skills, and strategies for successful learning.	Equips students with the knowledge, skills, and strategies for successful learning.
Provides clear explanations with rich language and examples	Explanations have major errors or omissions; students communicate a lack of understanding	Students require clarification to complete tasks; vocabulary is appropriate but unimaginative; little student involvement	Clear and accurate explanations; vocabulary is appropriate for the students; invites student participation and thinking	Rich explanations with analogies and scaffolding to make concepts clear; rich vocabulary; anticipates misunderstanding and checks for understanding
Analyzes and responds to student misconceptions	Does not check for understanding; general feedback	Sometimes checks for student understanding; feedback is not always specific	Regularly checks for understanding; provides feedback	Uses questions, prompts & assessments to check for individual student understanding; provides feedback that is timely, specific & improvement focused
Engages in discussions and inquiry that invite high	Closed questions with minimal challenge, many students are not	Mostly closed questions or questions with predetermined	Some low level questions but many challenging questions;	Questions advance high level thinking and metacognition; students generate questions and

level thinking and engagement of all students	engaged in discussion	responses; some students not engaged in discussions	genuine discussion with significant participation	involve peers in discussion
Paces lessons appropriately for all students including time for reflection & closure	Lesson is hurried or tedious so few students are engaged	Lesson is unevenly paced; not all students are engaged	Lesson pace provides time for all students to be intellectually engaged	Lesson is flexible, well paced for all; time given for reflection and consolidation of understanding

FACILITATING LEARNING (KSAs e, i, j, k, m)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses a variety of teaching strategies to engage learners in rich learning experiences	—	—	—	X	—
2. Incorporates the appropriate use of digital technologies	—	—	—	—	X
3. Communicates and monitors high and achievable expectations in student-friendly language	—	—	—	—	X
4. Scaffolds student understanding including knowledge, skills, and strategies	—	—	—	X	—
5. Provides clear explanations with rich language and examples	—	—	—	X	—
6. Analyzes and responds to student misconceptions	—	—	—	X	—
7. Engages in discussions and inquiry that invite high level thinking and engagement of all students	—	—	—	—	X
8. Paces lessons appropriately for all students including time for reflection and closure	—	—	—	X	—
Comments:					
<p>-Circulates and also seeks to build understanding/scaffold during learning time</p> <p>-Use of “what makes you say that” effective in class for pulling out student friendly thinking (way of working beyond TC language and checking for understanding)</p>					

Assessment

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Uses assessments to identify learner needs and adjusts instruction including varied ways of addressing misunderstandings	Does not elicit student understanding; assessment results do not influence plans.	Single method of monitoring student learning; lacks a clear way to elicit understanding from students; assessment results are occasionally used to design lesson plans for the whole class, not individual students.	Questions and various assessments used to collect evidence of learning; lesson plans indicate possible adjustments based on prior assessments.	The teacher is regularly “taking the pulse” of the class; formative assessments designed to inform responsive decision-making.
Develops learner understanding of learning goals and achievement expectations to promote self-monitoring	Students are not aware of assessment criteria; no peer or self-assessment is encouraged.	Students are partially aware of assessment criteria; minor efforts to involve peer and self-assessment.	Students are aware of the standards of high quality work; Some students engage in peer and self-assessment.	Students understand and may contribute to assessment criteria; students engage in peer and self-assessment.
Provides specific, timely, constructive feedback to help students monitor their own learning.	Feedback is absent or poor quality.	Feedback to students is vague and not focused on improvement.	Feedback is accurate and specific.	High quality feedback is specific, supportive, and focused upon improvement.

ASSESSMENT (KSAs k)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses assessments to identify learner needs and adjusts instruction including varied ways of addressing	—	—	—	X	—

misunderstandings					
2. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring	—	—	—	—	<u>X</u>
3. Provides specific, timely, constructive feedback to help students monitor their own learning	—	—	—	<u>X</u>	—
Comments: -Uses data and anecdotal student assessment to determine needs and scaffolding -Effective use of self-assessment for students to check their own work -Work on making sure digital/hard-copy feedback is available to learners in a timely manner (though it is specific and constructive)					

Environment

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Creates and manages effective classroom routines and procedures to ensure positive student behaviour	Much classroom time is lost due to inefficient routines; poor management of groups and materials; students don't know how to follow established routines; little or no monitoring of student behaviour.	Some classroom time is lost due to partially effective classroom routines; handling of groups and materials is inconsistent; students follow routines with prompting; inconsistent monitoring of student behaviour.	Little time is lost is due to effective routines; management of groups and materials is successful; students follow routines with minimal prompting; teacher response to student misbehaviour is consistent, respectful, and effective.	Instructional time is maximized due to efficient routines; students take initiative in managing groups and materials, routines are well understood and may be initiated by students; teacher response to student misbehavior is sensitive to individual students' needs.
Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence	Interactions are often negative or insensitive; students are disrespectful to one another and teacher does not deal with disrespectful student behaviour.	Interactions are generally respectful but may reflect occasional inconsistencies, favouritism, and disregard; students are sometimes disrespectful to one another and teacher response has uneven results, making students cautious.	Teacher demonstrates care and respect; interactions among students are generally respectful; teacher responds successfully to disrespectful behavior between students; students may be somewhat cautious about intellectual risks.	Teacher demonstrates genuine warmth, caring and sensitivity to students as individuals; students are respectful to teacher and peers creating an environment where all students feel valued and comfortable taking intellectual risks.

ENVIRONMENT (KSAs g, h)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Creates and manages effective classroom routines and procedures to ensure positive student behaviour	—	—	—	X	—
2. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence	—	—	—	—	X
Comments: -Develops strong rapport with students, which leads to effective classroom management -Cares for students and works to understand them as individuals and in groups -Creates environments where students have degrees of choice and independence in decision making -Addresses concerning behaviour by supporting immediate student needs, then consults with mentor teacher					

MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:

David continues to demonstrate that he is a hardworking and reflective teacher. He has taken initiative in and outside the classroom, even teaching 2 full days while I was away sick. He actively participated in our school based professional development day, providing thoughtful input and ideas. In addition, David assisted in the execution of the leadership classes events including helping to pack up food for our food drive, setting up and taking down the haunted house, and developing a plan to work with the grade 3s for our Adopt A Family fundraiser. David has effectively continued to implement the standing classroom routines, including daily bellwork, in order to maintain stability for students. He was able to take materials, resources, and lessons provided to him and modify as he saw necessary. David has a great strength in asking meaningful questions in order to ensure deep thinking in students and in providing time for student self-assessment. He provides thoughtful and thorough feedback to student work and utilizes his knowledge of technology purposefully.

Suggestions/ Areas for Growth:

Moving forward, I would like see David think creatively to develop his own lessons and activities which not only “cover” the required outcomes but help students “uncover” them. In addition, David can move from developing short term lessons to units utilizing the principles of Understanding By Design to design relevant learning opportunities for his students in his next practicum, where the knowledge and skills students are required to display by the end of the unit are clearly laid out.

TEACHER CANDIDATE RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

Growth Plan:

In keeping with my original goals, I am excited that I have grown lots in assessment. I now have a better understanding of the types of data I can collect, and how to analyze the data in terms of student success. My next area of growth will be the translation of this information into practice, and specifically into differentiated assignments based on this data. I'm also proud of my growth in supporting student understanding by both encouraging deeper thinking in discussions, and allowing students to understand by using the language of their peers and their peers support. I've been actively reflecting on these topics in my self-assessments, and that has been beneficial towards achieving these goals and recognizing areas for continued growth.

I am excited to embrace Ashley's ideas of "uncovering" the curriculum and the creative capacities needed to build this – my goal for now is to embrace the design thinking to understand where I ultimately want my learners to go and then building a dynamic framework for their achievement of those goals.

Faculty Supervisor Comments:

David's outstanding qualities include the following:

- He is extremely creative and passionate about learning & teaching.
- David has rapport with colleagues and is eager to learn from others, as well as willing to share his knowledge.
- He understands differentiation and is able to provide multiple entry and exit points via principles of Universal Design.
- He knows resources and is not afraid to explore challenging and emerging ideas.
- He has a unique understanding of designing reflection frameworks for students using their prior knowledge and checks in to see where further scaffolding is needed.
- His expertise in technology is used wisely and seamlessly in building lessons that promote successful learning.

I would not hesitate to recommend David for any future teaching position.

Mentor Teacher Signature (Lepage, Ashley): Ashley Lepage Dec 1, 2016 5:07 PM

Teacher Candidate Signature (Cloutier, David): David Cloutier Dec 1, 2016 2:37 PM

Faculty Supervisor Signature (Lorraine Dalgliesh): Lorraine Dalgliesh Dec 3, 2016 6:25 PM

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