MOUNT ROYAL UNIVERSITY 1910 | Department of Education

PRACTICUM I EVALUATION FORM – YEAR 3

Teacher Candidate: David Cloutier

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

Faculty Supervisor: Lorraine Dalgliesh

School: East Lake School

Mentor Teacher: Ashley Lepage

Date: November 14, 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 *In addition to developing:*
Identifies and implements specific **change**s 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	_

Comments:

-excellent use of feedback in later lessons
-ensure to respect professional boundaries and practice humility and tact when working with others

Planning for Learning

Outcomes adapted from AB Education Teaching Quality Standard	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
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	Lacks awareness of resources to	Some awareness of resources.	Aware of resources for classroom use and professional	Consistent use of resources for classroom use and

study, teaching materials, textbooks) to select appropriate **teaching strategies** and design relevant learning experiences	support learning.		development.	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 goals, require **deep thinking** and	Learning experiences have single correct response; no choice; not suitable for all learners.	Learning experiences require mainly recall; minimal choice; suitable for some learners.	Learning experiences challenge student thinking; some choice in how they complete tasks.	Learning experiences are appropriately challenging and highly engaging for almost all students.

support student **engagement** and **choice**					

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:

-Clear plans linked to PofS
-Effective SS pedagogy, Language Art pedagogy is new
-Continued thought into when the differentiation in process (in addition to product) is necessary and how it will be achieved

Facilitating Learning

	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
Uses a variety of **teaching strategies** to	Learning experiences have single correct	Learning experiences require mainly	Learning experiences challenge student	Learning experiences are appropriately challenging and highly

engage learners in rich learning experiences	response; no choice; not suitable for all learners; few students engaged.	recall; minimal choice; suitable for some learners; some students are engaged.	thinking; some choice in how they complete tasks; most students are engaged.	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 level thinking** and	Closed questions with minimal challenge, many students are not engaged in discussion	Mostly closed questions or questions with predetermined responses; some students not	Some low level questions but many challenging questions; genuine discussion with	Questions advance high level thinking and metacognition; students generate questions and involve peers in discussion

engagement of all students		engaged in discussions	significant participation		
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:

-Good circulation during student work time
-Greater use of scaffolding before sending students to work required
-Ensure you are using "student friendly" language and check for understanding regularly

Assessment

	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
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 misunderstandings	_	_	X	_	_
2. Develops learner understanding of learning goals and	_	_	_	X	_

achievement expectations to promote self-monitoring					
3. Provides specific, timely, constructive feedback to help students monitor their own learning	_	_	_	X	_

Comments:

-detailed written feedback provided to students

Environment

	Not yet meeting expectations	**Beginning**	**Developing**	**Proficient** *In addition to developing:*
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:					

MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:
David is confident and composed in front of the class. He takes time to analyze the program of studies and ensures planned learning activities are linked to the outcomes. He is reflective in his practice in that he takes feedback well and observes mentor teacher lessons for further ideas. David builds in time for student self-reflection and assessment, including student developed rubrics, ensuring students can think critically about their learning and understand how they will be assessed. During student work time, David utilizes good circulation of the classroom and checks in with students in order to monitor their progress and understanding.

Suggestions/ Areas for Growth:
David has a strong background in the study of social sciences and therefore knowledge in effective pedagogical practices in social studies. Language Arts is a new area for David, and therefore continued development in teaching strategies in this area would be beneficial. Today's classrooms are extremely diverse and require knowledge of differentiation. David can continue to develop in this area by determining when differentiation is necessary in what ways (process as well as in product) and to what extent. David can also continue working to support student success by ensuring that the language he uses is conducive to student understanding and checking for understanding regularly. Finally, through greater scaffolding, David can model success for students and offer greater support to those who may need it.

TEACHER CANDIDATE RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

Growth Plan:
Focus areas on this evaluation include lesson pacing, assessment-connected differentiation, and active assessment of prior knowledge. This means that I should be actively thinking about time– where we are, where we are going, and how we are moving along (particularly within lessons). It also means that I should be thinking not only about differentiating learning, but also differentiating assessment and ways

that I can support students (particularly those who have differentiated assignments) towards goal setting and thoughtful (not stressful) reflection. Language will also be an important part of my development – and part of the prior knowledge – in making sure that students understand what am I speaking to and how I am speaking to it. It means that I should be constantly checking for prior knowledge and being conscious of the ways that students already understand where we are (e.g. reviewing prior knowledge) as a class, and where learners are individually (e.g. making sure that vocabulary is understood where it is foundational to the learning experience). I will make sure that learning is supported by various roles in our school community by actively thinking about what my work is and where the expertise and role of others best supports learning.

My approach to these will be active and considered on lesson plans, and specifically reflected on in assessments (through "if I were to teach this differently next time…" and "I supported the learning of_____ by... " comments, etc.). Additionally, these are themes we will reflect on our in our daily check-ins.

Update Notes: Ashley's suggestions are strongly formative and have been incorporated into my growth plan. Particularly, I recognize that I'm still very much in a "beginning" place in my learning for teaching English Language Arts capacity, but that I'm also responsive and adaptive to feedback (and will continue to be). I'll think carefully about the language I'm using so that my learners understand, and using the same kinds of thinking to scaffold learning for each learner so that they can have the entry point they need to be successful. I'll reflect on these themes in my daily self-reflections.

Faculty Supervisor Comments:
David demonstrates advanced teaching, learning and professional qualities throughout his term at East Lake School. His expertise in use of technology has expanded his abilities to communicate concepts in his teaching. His use of google classroom creates an organizational structure that allows him to capitalize on ongoing feedback. . He has developed a relationship with students that is empowering for all in his classroom. David has a growth mindset at all times,. He and another MRU student have taken on working with the Leadership students as an extra-curricular activity. His skills, energy and open attitude are qualities that will take him far in the profession.

Mentor Teacher Signature (Ashley Lepage):   <u>Ashley Lepage</u>   Nov 20, 2016 12:03 PM

Teacher Candidate Signature (Cloutier,David):   <u>David Cloutier</u>   Nov 18, 2016 7:39 PM

Faculty Supervisor Signature (Lorraine Dalgliesh):   <u>Lorraine Dalgliesh</u>   Nov 18, 2016 8:09 PM

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