

EDUC 4020 – Practicum II
 – Midterm
 EDUC 4020 – Practicum II
 – Final



Department of Education

PRACTICUM EVALUATION FORM – YEAR 4

Teacher Candidate: David Cloutier

School: Connect Charter School

Grades/Subjects Taught: Math 5, Science 5, Learning Strategies, Health 5, Coding Elective

Mentor Teacher: Kevin Sonico

Faculty Supervisor: Kevin O'Connor

Date: March 1, 2017

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	Does not know whether teaching was effective or achieved outcomes and	Has generally accurate impression of teaching effectiveness and general	Makes an accurate assessment of teaching effectiveness with examples and makes specific	Makes a thoughtful and accurate assessment of teaching effectiveness with numerous examples. Solicits feedback. Drawing on

and feedback from mentor teacher and faculty supervisor	resists feedback; no suggestions for improvement	suggestions for improvement	suggestions for improvement	extensive repertoire of skills, TC offers specific alternatives and likelihood of success
Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)	Does not know the expectations of teachers in Alberta	Knows generally some of the expectations of teachers in Alberta, but the understanding is limited	Has a strong understanding of the expectations of teachers in Alberta; is able to explain and give examples	Deeply understands the expectations of teachers in Alberta; is able to explain and fully engages in the practices (such as creating a growth plan) and expectations of a teacher in Alberta
Collaborates with teachers, parents, learners, and community members	Weak collaborations	Cordial relationships; participates in projects or events as required	Relationships are mutually supportive and cooperative; volunteers to participate in projects or events	Takes initiative to sustain relationships that are mutually supportive and cooperative; takes initiative in special projects or events
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	Honest in interactions with colleagues, students, and public; Some inconsistency in serving students may contribute to inequity; Limited	Displays high standard of honesty, integrity and confidentiality in interactions with colleagues, students and public. Active in serving students and ensuring fair	Displays highest standards of honesty, integrity and confidentiality in interactions with colleagues, students and public; challenges negativity. Proactive in serving students, seeking

	well; Decisions are self-serving; Does not comply with standards and regulations	involvement in decision-making; May need reminders about compliance with standards and regulations	opportunities; Willing participant in decision making; Complies with standards and regulations	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	-	-	-	<u>X</u>	-
2. Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)	-	-	-	<u>X</u>	-
3. Collaborates with teachers, parents, learners, and community members	-	-	-	<u>X</u>	-
4. Engages with colleagues in professional learning	-	-	-	<u>X</u>	-
5. Establishes professional and ethical relationships	-	-	-	<u>X</u>	-
6. Demonstrates deep thinking through seminar responses,	-	-	-	<u>X</u>	-

lesson critiques, and journal reflections					
<p>Comments:</p> <p>David has been receptive to positive and constructive feedback, and has consistently implemented routines, behaviours to enhance his practice. He is very collaborative in his practice. He has embraced our collaborative framework at Connect and has thrived in this environment. Lastly, David will seek out more opportunities to be involved in extracurricular activities (such as the art club)</p>					

Planning for Learning

Outcomes adapted from <i>Alberta Education Teaching Quality Standard</i>	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 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
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	Lacks outcomes or they are phrased as activities rather	Outcomes have some learning goals but purpose and link to other learning is	Outcomes reflect learning goals with sequence and link to other learning	Outcomes reflect significant learning goals (not activities) with clear sequence and connection to

plans	than learning outcomes so goal is unclear	sometimes unclear		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 support student engagement and choice	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
Plans for multiple paths to learning for individuals and groups of learners	Plans are only suitable for some students	Sometimes plans for multiple paths to learning	Usually plans for multiple paths to learning for individuals and groups of learners	Consistently plans for multiple paths to learning for individuals and groups of learners

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, medium and long 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	—
7. Plans for multiple paths to learning for individual and groups of learners	—	—	—	X	—

Comments:

David has taken a leadership role when it comes to designing engaging lessons that leverage his expert level knowledge of technology. David’s short-term and long-range plans are well thought-out. He has shown great attention to detail and is able to adjust plans accordingly based on his day-to-day reflections and experiences. He has demonstrated growth in designing tasks that are open-ended and has shown willingness to accommodate the need to link the concrete, pictorial, and symbolic understanding in math. David has allowed for students to show flexibility in submitting assignments/tasks by planning and designing activities that allow for multiple ways to show understanding.

Facilitating Learning

				Proficient
--	--	--	--	-------------------

	Not yet meeting expectations	Beginning	Developing	<i>In addition to developing:</i>
Uses a variety of teaching strategies to engage learners in rich learning experiences	Learning experiences have single correct response; no choice; not suitable for all learners; few students are engaged	Learning experiences require mainly recall; minimal choice; suitable for some learners; some students are engaged	Learning experiences challenge student thinking; some choice in how they complete tasks; most students are engaged	Learning experiences 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	Regularly checks for understanding; provides	Uses questions, prompts and assessments to check for individual student understanding;

		always specific	feedback	provides feedback that is timely and specific and improvement focused
Engages in discussions and inquiry that invite high level thinking and engagement of all students	Closed questions with minimal challenge, many students are not engaged in discussion	Mostly closed questions or questions with predetermined responses; some students are not engaged in discussions	Some low level questions but many challenging questions; genuine discussion with significant participation	Questions advance high level thinking and metacognition; students generate questions and involve peers in discussion
Paces lessons appropriately for all students including time for reflection and closure	Lesson is hurried or tedious so few students are engaged	Lesson is unevenly paced so not all students are engaged	Lesson pace provides time for all students to be intellectually engaged	Lesson is flexible and well paced for all; provides time 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	—	—	X	—	—

thinking and engagement of all students					
8. Paces lessons appropriately for all students including time for reflection and closure	-	-	<u>X</u>	-	-

Comments:

David’s science lessons are engaging in that they allow for students to explore questions through a given framework. This is aligned with our philosophy of guided inquiry. He continues to work on expanding his instruction in math within the inquiry framework. As he has completed teaching lessons which focus on foundational skills, his subsequent lessons are now focused on open-ended questions, which employ these aforementioned foundational skills. David has shown tremendous growth in the pacing of his lesson. He has used a variety of strategies, such as extended wait time and paraphrasing his questions, to reflect on how the class responds to his lessons.

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
Creates assessment tools that align with outcomes	Assessments are not congruent with outcome and lack clear assessment criteria	Assessments are somewhat congruent with instructional outcomes but criteria not clear	Assessment tools align with outcomes with assessment criteria	Assessment tools clearly align with outcomes and have very clear assessment criteria
Develops learner understanding of learning goals and achievement	Students are not aware of assessment criteria; no	Students are partially aware of assessment criteria; minor	Students are aware of the standards of high quality work; Some students	Students understand and may contribute to assessment criteria Students engage in

expectations to promote self-monitoring	peer or self-assessment is encouraged	efforts to involve peer and self-assessment	engage in peer and self-assessment	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
Reflects on assessment data with students, parents, and colleagues	Little to no reflection on lesson's effectiveness, assessment data over a period of time or through a series of lessons or alternatives	Has a generally accurate impression of lesson's effectiveness and assessment data over a period of time or through a series of lessons and ways to improve	With students, parents, or colleagues, assesses lesson's effectiveness based on assessment data over a period of time or through a series of lessons and offers alternatives to better achieve instructional outcomes	With students, parents, or colleagues, makes thoughtful and accurate assessment of lesson's effectiveness and assessment data over a period of time or through a series of lessons and offers thoughtful alternatives to better achieve instructional outcomes

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. Creates multiple and varied assessment tools that align with outcomes	—	—	—	X	—
3. Develops learner understanding of learning goals and	—	—	—	X	—

achievement expectations to promote self-monitoring					
4. Provides specific, timely, constructive feedback to help students monitor their own learning	-	-	-	<u>X</u>	-
5. Reflects on assessment data with students, parents, and colleagues	-	-	<u>X</u>	-	-

Comments:

David allows for the co-creation of criteria in rubrics, allowing for greater student buy-in and awareness. He consistently provides constructive means by which students will improve the quality of their work and their understanding. David is aware of the importance of multiple data sources to inform student learning and has undertaken steps to ensure that lessons are effective and students are learning intended outcomes. David uses formative evaluation to help guide the direction of subsequent lessons. He also uses summative evaluation that allows for growth in student comprehension, such as tutorials, resubmissions, corrections, etc.

Classroom Environment

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Makes reasoned decisions in response to contextual variables (e.g. gender, SES, culture)	Little knowledge of contextual variables; does not recognize importance	Has a general knowledge of contextual variables	Is aware of contextual variables that may influence students	Seeks out information about contextual variables that may influence students
Plans a classroom environment that is physically, socially, culturally and psychologically secure	Classroom is not always safe	Classroom is usually a safe place	Monitors and eliminates physical and emotional hazards to create a safe learning environment	Consistently monitors and eliminates physical and emotional hazards to create a safe learning environment
Creates and manages effective classroom routines and procedures to	Much classroom time is lost due to inefficient routines; poor management of groups and	Some classroom time is lost due to partially effective classroom routines; handling of groups and materials is	Little time is lost is due to effective routines; management of groups and materials is	Instructional time is maximized due to efficient routines; students take initiative in managing groups and materials, routines

ensure positive student behaviour	materials; students don't know how to follow established routines; little or no monitoring of student behaviour	inconsistent; students follow routines with prompting; inconsistent monitoring of student behaviour	successful; students follow routines with minimal prompting; teacher response to student misbehaviour is consistent, respectful, and effective	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. Makes reasoned and fair decisions in response to contextual variables (e.g. gender, SES, culture).	—	—	—	X	—
2. Plans a classroom environment that is physically, socially, culturally and psychologically secure	—	—	—	X	—
3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour	—	—	X	—	—

4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence	—	—	—	<u>X</u>	—
-------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	----------	---

Comments:

David embraces and instills among his students growth mindset by allowing students to learn from their mistakes, thus cultivating a culture of risk-taking. David’s repertoire of classroom management strategies continues to expand and he has shown a willingness to try them in various situations. David is honing his timing as it comes to transition in between activities.

MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:

David has genuine respect and care for students and has developed strong relationships with his students and in the process, the students have felt comfortable in asking him questions and support if/when the topics get challenging. David also celebrates growth mindset and risk-taking among his students as he encourages them to think “outside-the-box” or solicit ways to improve the quality of their work and depth of understanding. In his planning, David is thorough and detailed. His plans are outcomes-specific and incorporates assessment and differentiation in instruction. David is also an enthusiastic teacher candidate, who possesses expert knowledge in technology, which he has readily shared with colleagues and implemented into his lessons. This has resulted in lessons that have been interactive, meaningful, and engaging to students. David is also reflective as he thinks about how his classes went. He is able to draw on the positive experiences, what contributed to them, as well as identify ways to improve future lessons. Further, he has also shown himself to be coachable, in that not only is he receptive to constructive feedback, but he considers and implements them into his subsequent practice. This is an admirable quality as it shows tremendous desire to enhance in his professional practice.

Suggestions/ Areas for Growth:

David has shown growth during his time with us at Connect Charter School. He continues to demonstrate improvement in pacing his lessons and in building transition times in between activities. By incorporating various strategies, which we have discussed such as wait time, he continues to hone in on this part of his practice. He also continues to show growth in his classroom management. Through greater awareness of different strategies to manage varying levels of classroom misbehaviours, he has shown increased confidence in using these strategies. Lastly, David recognizes the importance of multiple sources of data to inform understanding. He endeavours to incorporate a variety of assessment tools through triangulation (via tests, conversations, and observations) to obtain a clearer and more accurate sense of where students are at in their learning.

TEACHER CANDIDATE RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

Growth Plan:

In keeping with areas of growth that support my development, I will continue to openly incorporate and try out new feedback and ideas from my mentor teacher and learning community. In doing this, I will continue to embrace a growth mindset towards the development of my practice. I will continue to support building capacity in our learning community by collaboratively designing learning and sharing expertise. My planning practices will continue to be detailed, thorough and employing principles of backwards

design, while incorporating more assessment data into designing flexible learning opportunities.

Towards this end, and highlighting areas for growth, as an action plan towards bettering my teaching practice, I will actively work and reflect on:

-Striving to create open-ended and inquiry-based learning opportunities in math, that utilize concrete, symbolic, and pictorial modes of learning;

-Pacing elements of learning and transitions between learning, and encouraging all students to think and share their ideas fully (such as adequate wait times, celebrating risk taking, and more frequent strategies for students to build self-confidence in generating and sharing ideas); and

-Using more frequent assessment data to understand lesson-by-lesson effectiveness and, to triangulate data that creates a stronger representation of student understanding.

Faculty Supervisor Comments:

Mentor Teacher Signature (Kevin Sonico): Kevin Sonico Mar 2, 2017 9:27 AM

Teacher Candidate Signature (Cloutier, David): David Cloutier Mar 2, 2017 2:13 PM

Faculty Supervisor Signature (Kevin O'Connor):

CLOSE

[Printable Version](#)

IPT Document Management System Oct 27, 2016

Form: 3970

on reflection and feedback from mentor teacher and faculty supervisor	outcomes and resists feedback; no suggestions for improvement	general suggestions for improvement	makes specific suggestions for improvement	feedback. Drawing on extensive repertoire of skills, TC offers specific alternatives and likelihood of success
Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)	Does not know the expectations of teachers in Alberta	Knows generally some of the expectations of teachers in Alberta, but the understanding is limited	Has a strong understanding of the expectations of teachers in Alberta; is able to explain and give examples	Deeply understands the expectations of teachers in Alberta; is able to explain and fully engages in the practices (such as creating a growth plan) and expectations of a teacher in Alberta
Collaborates with teachers, parents, learners, and community members	Weak collaborations	Cordial relationships; participates in projects or events as required	Relationships are mutually supportive and cooperative; volunteers to participate in projects or events	Takes initiative to sustain relationships that are mutually supportive and cooperative; takes initiative in special projects or events
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	Honest in interactions with colleagues, students, and public; Some inconsistency in serving students may contribute to	Displays high standard of honesty, integrity and confidentiality in interactions with colleagues, students and public. Active in serving students	Displays highest standards of honesty, integrity and confidentiality in interactions with colleagues, students and public; challenges negativity. Proactive in

	serve students well; Decisions are self-serving; Does not comply with standards and regulations	inequity; Limited involvement in decision-making; May need reminders about compliance with standards and regulations	and ensuring fair opportunities; Willing participant in decision making; Complies with standards and regulations	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. Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)	-	-	-	X	-
3. Collaborates with teachers, parents, learners, and community members	-	-	-	X	-
4. Engages with colleagues in professional learning	-	-	-	X	-
5. Establishes professional and ethical relationships	-	-	-	X	-

6. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections	-	-	-	X	-
----------------------------------------------------------------------------------------------------	---	---	---	---	---

Comments:

David's field placement is in a Grade 5 homeroom, where he was responsible for teaching Grade 5 Mathematics and Science to two classes, along with and one class of Daily Physical Activity (DPA), Health, Coding on the iPad, and Family Group. In addition to his teaching assignments, David was assigned regular supervision duties at lunch.

David's personal and professional attributes have made him a welcome addition to the Connect Charter School team. He understood our school culture and policies. He demonstrated responsibility and diligence in many aspects of his teaching. He was professional in attitude, manner, and appearance. I was also impressed with his reflective nature as he was able to self-evaluate with no prompting from myself and he was able to provide ways to improve his own teaching style based on his reflections. In addition, he showed openness in soliciting feedback and implementing these concrete ways to improve his practice. Further, David was aware of student information and recognized the sensitive, ethical and legal ramifications of them. David also attended regular sessions where he and his fellow student teachers examined and reflected on teaching practices. Lastly, David supported our Art teacher in providing students with supervision while they participated in the Art Club during lunch recess. For his professional growth, I encourage David to continue to seek school initiatives that will enhance his professional practice and help realize a school's vision.

Planning for Learning

Outcomes adapted from <i>Alberta Education Teaching Quality Standard</i>	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 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
Analyzes resources (e.g. programs of study, teaching materials,	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

textbooks) to select appropriate teaching strategies and design relevant learning experiences				
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	Learning experiences have single correct response; no choice; not suitable for all	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

thinking and support student engagement and choice	learners			
Plans for multiple paths to learning for individuals and groups of learners	Plans are only suitable for some students	Sometimes plans for multiple paths to learning	Usually plans for multiple paths to learning for individuals and groups of learners	Consistently plans for multiple paths to learning for individuals and groups of learners

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, medium and long 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	-
7. Plans for multiple paths to learning for individual and groups of learners	-	-	-	X	-
Comments:					

David was quick to learn the specific curricular contents of his teaching assignments (Math 5, Science 5, Health 5). In addition, he was able to synthesize teaching and learning activities in an introductory coding elective. I was particularly impressed with the eagerness he displayed in establishing a long-range plan and formulating daily lesson plans to meet the intended outcomes. He quickly recognized the crucial relationship among curricular outcomes, sound assessment practices, and the learning of the students. Throughout his practicum, I have been consistently pleased with the diligent effort and impeccable organization that David puts into planning and creating lessons. Collaborative planning is one of the many ways we see exemplary teaching practice in our school and David has embraced this openly. He utilized a variety of resources, and collaborated with myself and another Grade 5 Math/Science teacher in the planning of his lessons, activities, and assignments. Moreover, he often took a leadership role in these planning periods which reflected his initiative and drive. Further, because of the strong collaborative partnership, logically paced and meaningful lessons were created. Lessons were geared towards specific conceptual and behavioural objectives and appropriate assessment strategies were in place to test for student understanding. Lastly, he was also able to independently plan assignments, which exhibited his interest in the subject matter and his keen and efficient work ethic. He was able to translate conceptual curriculum outcomes into meaningful assignments.

Facilitating Learning

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Uses a variety of teaching strategies to engage learners in rich learning experiences	Learning experiences have single correct response; no choice; not suitable for all learners; few students are engaged	Learning experiences require mainly recall; minimal choice; suitable for some learners; some students are engaged	Learning experiences challenge student thinking; some choice in how they complete tasks; most students are engaged	Learning experiences 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 and assessments to check for individual student understanding; provides feedback that is timely and specific and improvement focused
Engages in discussions and inquiry that invite high level thinking and engagement of all students	Closed questions with minimal challenge, many students are not engaged in discussion	Mostly closed questions or questions with predetermined responses; some students are not engaged in discussions	Some low level questions but many challenging questions; genuine discussion with significant participation	Questions advance high level thinking and metacognition; students generate questions and involve peers in discussion
Paces lessons appropriately for all students including time for reflection and closure	Lesson is hurried or tedious so few students are engaged	Lesson is unevenly paced so not all students are engaged	Lesson pace provides time for all students to be intellectually engaged	Lesson is flexible and well paced for all; provides time 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:

David used the following instructional strategies during his placement at Connect Charter School: direct instruction, cooperative jigsaws, individual practice, lab demonstrations, group discussions, and guided inquiry. David also utilized technological, instructional tools, such as interactive digital circuit builder to complement and simulate the real circuit building labs that students were performing in Science. Further, he designed and delivered a creative and engaging way for students to remember the steps involved in long division. That said, he not only ensured that students did not just memorize these steps, but that each one of the students understood why certain steps in the long division algorithm were performed. This was impressive as he saw the value not only in recalling the steps, but also in the conceptual idea of division, which shows deeper understanding of the concept.

He was also very reflective of his practice and he was willing to alter his instruction to suit the needs of the class. When a strategy was not effective, he modified his practice to improve instruction and enhance the learning environment of the students. Along with this, he was

able to recognize aspects of his teaching, such as appropriate wait time and varying the tone of his voice, that were very successful.

David recognized and demonstrated the importance of using content-relevant vocabulary in his conversations with students which, in turn, reinforced the concepts taught in his classes. As an example, he created a Word Wall, which students have often used as a reference when certain relevant term is forgotten. During the past two months, I observed tremendous improvement in his questioning skills as David balanced factual/recall type of questions with more in-depth, thought-processing types such as "what if" questions.

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
Creates assessment tools that align with outcomes	Assessments are not congruent with outcome and lack clear assessment criteria	Assessments are somewhat congruent with instructional outcomes but criteria not clear	Assessment tools align with outcomes with assessment criteria	Assessment tools clearly align with outcomes and have very clear assessment criteria
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,	Feedback is absent or poor	Feedback to students is vague	Feedback is accurate and	High quality feedback is specific, supportive,

constructive feedback to help students monitor their own learning	quality	and not focused on improvement	specific	and focused upon improvement
Reflects on assessment data with students, parents, and colleagues	Little to no reflection on lesson's effectiveness, assessment data over a period of time or through a series of lessons or alternatives	Has a generally accurate impression of lesson's effectiveness and assessment data over a period of time or through a series of lessons and ways to improve	With students, parents, or colleagues, assesses lesson's effectiveness based on assessment data over a period of time or through a series of lessons and offers alternatives to better achieve instructional outcomes	With students, parents, or colleagues, makes thoughtful and accurate assessment of lesson's effectiveness and assessment data over a period of time or through a series of lessons and offers thoughtful alternatives to better achieve instructional outcomes

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. Creates multiple and varied assessment tools that align with outcomes	-	-	-	X	-
3. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring	-	-	-	X	-
4. Provides specific, timely, constructive feedback to help students monitor their own learning	-	-	-	X	-
5. Reflects on assessment data with students, parents, and colleagues	-	-	-	X	-

Comments:

David provided constructive and timely feedback on how students could improve on their learning. He focused on competencies and outcome-based feedback to support growth. He also used a variety of means to communicate learning and ways of improving work such as in using our digital portfolio, shared Google documents, and individual emails to parents and students. Through the use of formative feedback, students were given multiple opportunities to show improved understanding in alternate ways. As David possessed an in-depth understanding of students' learning, he also contributed immensely to the formulation of students' report card comments – in identifying students' areas of strengths, areas of growth, and specific steps for them to improve their work.

Through his interpersonal interactions with the students, he was able to recognize the diverse needs of the students. As an example, he tailored activities and assessments for students with specific needs (both reinforcement to enrichment needs) to reflect their growth plans as identified in their Individual Program or Support Plans. When needed, David showed flexibility in allowing multiple formats to show understanding because he recognized that certain formats might have constraints for particular students, which prevent them from showing more accurately their level of understanding. David has also conducted several lunch tutorials to support students who need reinforcement of concepts. Through these practices, David developed strong positive connections with students.

Classroom Environment

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Makes reasoned decisions in response to contextual variables (e.g. gender, SES, culture)	Little knowledge of contextual variables; does not recognize importance	Has a general knowledge of contextual variables	Is aware of contextual variables that may influence students	Seeks out information about contextual variables that may influence students
Plans a classroom environment that is physically, socially, culturally and psychologically secure	Classroom is not always safe	Classroom is usually a safe place	Monitors and eliminates physical and emotional hazards to create a safe learning environment	Consistently monitors and eliminates physical and emotional hazards to create a safe learning environment

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. Makes reasoned and fair decisions in response to	—	—	—	X	—

contextual variables (e.g. gender, SES, culture).					
2. Plans a classroom environment that is physically, socially, culturally and psychologically secure	—	—	—	—	<u>X</u>
3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour	—	—	—	<u>X</u>	—
4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence	—	—	—	<u>X</u>	—

Comments:

David was quick to establish a positive rapport with the classes. He immediately familiarized himself with the names of the 52 students and the routines of the class and he was quickly accepted as a teacher in the classroom. His relaxed and easy-going disposition enabled David to develop an immediate relationship with the students. David encouraged students to have a growth mindset and to take risks in their work, as he focused on the process rather than just the end products. He also helped students develop stronger confidence in themselves as learners by highlighting and celebrating their success. Throughout his placement, David established routines that fostered an effective and efficient learning environment. Early on, for instance, he recognized the need for writing instructions on the board to serve as a visual reminder of the expectations in class. Because of this, students knew what was expected of them and they behaved and acted accordingly. David used strategies, such as proximity and name dropping, as management techniques and this proved to be very effective in limiting off-task behaviours. Additionally, he was often proactive in his management. As an example, he utilized sound seating plans to maximize the working potential of students. During class discussions and transition between activities, he showed tremendous growth in re-focusing students' attention by establishing greater presence in the classroom. I found David to be open to suggestions and willing to try different strategies of classroom management. I encourage him to continue to explore different techniques as he hones his management style.

MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:

As elaborated previously in the specific sections pertaining to his field experience here at Connect Charter School, David has exhibited the necessary skills and essential qualities to be a successful teacher. He has genuine warmth and care for students and this was evident in the strong relationships he established with them. He was a proponent of a growth mindset and he supported students to take risks in their learning and helped them refocus their efforts towards concrete and actionable ways by providing constructive and meaningful feedback. This growth mindset was also reflected in his ability to solicit and implement feedback from myself, his mentor teacher. In his teaching, he endeavoured to make teaching strategies varied in style and delivery so as to make the lessons more engaging. David also demonstrated exceptional knowledge of technology, which he leveraged to make learning activities novel, creative, and meaningful. He also used his technical expertise to support me in making certain parts of my workflow more efficient. He also aided our school in redesigning our professional blog to make it more visual, interactive, and inviting for educators and other website visitors. In addition, he collaborated with myself as well as another Grade 5 teacher in planning well-paced lessons. His ability to work with teachers, who

possessed more experience in working with students, not only showed his ability to work in collaborative environments but also demonstrated confidence and initiative.

Suggestions/ Areas for Growth:

David has shown tremendous growth in his practice and I continue to impress upon him that the journey and growth of a teacher never truly ends. Continuous professional development is essential to having a long, successful, and meaningful career in education, and with this in mind, I suggest the following recommendations for his continued development as a future educator. I encourage David to continue to pursue ways in which he can participate in matters that are beyond the curricular demands of teaching. Having involvement in extra-curricular activities such as his support in the Art Club provided David with a glimpse of how students behave when pursuing a passion or interest, which might differ or even contrast to how they behave in classes. Having this experience to view students in a different light would further strengthen relationships with students. With his technical knowledge and experience, I foresee him initiating a club that would foster the interest of his students towards this strength. In addition to this, I encourage David to continue to seek ways to engage students in meaningful learning. He has done really well in varying the ways to teach concepts. As he gains more experience as a classroom teacher, I expect him to find strategies which he will prefer over others. In contrast, as a student teacher, I witnessed him take risks and try out new ways of teaching lessons with success, and I encourage him to continue to have this growth mindset approach when he becomes an established teacher.

Closing Comments

I have enjoyed working with David during his field placement at Connect Charter School. It has been a pleasure to observe him make the transition from the mindset of a student-teacher to that of a teacher. He works very diligently and shows good potential as a classroom teacher. I am confident that he will be an asset to any school district and wish him much success in his career. Should you have any further questions about David's field experience or his suitability for a particular teaching position, I can be contacted via my work telephone at 403-282-2890 or e-mail at kevin.s@connectcharter.ca.

TEACHER CANDIDATE RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

Growth Plan:

It has been an exciting time in this part of my learning journey through committing to reflection, taking risks, and growing in my craft of teaching! I am thankful for the opportunities, especially in that they have created a strong foundation from me to grow in. This practicum has brought on new challenges, such as teaching in disciplines separate from my subject matter expertise, and meaningfully supporting students with learning needs varying from greater scaffolding to enrichment needs. I'm definitely interested in co-building extracurricular experiences with learners moving forward – student voice is one of the reasons I became passionate about education and so that work will be about finding students' passions and interests and supporting their development in those areas. It's become apparent to me in practice that the ideas in Friesen's (2009) Teaching Effectiveness Framework, particularly around working in the company of our peers, are significant tools to refine our professional work and better support students. Talking about what we are doing in our classrooms is powerful for visibility, but even more significant is creating learning experiences together with fellow educators and our students. Within my growth an area for growth in assessment that I want to hone in on in the coming months is working towards creating frequent, triangulated assessment for each competency and outcome. This will be come through provisioning these assessments, and aggregating their results to get more holistic pictures of each

learning with respect to outcomes. Continuing to embrace a growth mindset will help me to build on my ability to teach, and commitment to taking risks in my practice towards the end of creating opportunities for success for every student.

Faculty Supervisor Comments:

Mentor Teacher Signature (Sonico, Kevin): Kevin Sonico Apr 12, 2017 2:12 PM

Teacher Candidate Signature (Cloutier, David): David Cloutier Apr 12, 2017 2:04 PM

Faculty Supervisor Signature (Kevin O'Connor):

CLOSE

[Printable Version](#)

IPT Document Management System Oct 27, 2016

Form: 4066