

PRACTICE TEACHING EVALUATION

Section No. IS1
For office use only

Student Name: MacNay, Sterling

Evaluation Date: February 6-24, 2012

Bluewater District School Board Board	West Hill S S Owen Sound School/Location	Bonnie Cameron Associate Teacher	ENGLISH Grade/Subject
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OVERALL RATING: Level of Development

	Weeks	1	2	3	
EXEMPLARY Displays exceptional teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EXEMPLARY
PROFICIENT Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PROFICIENT
ADEQUATE Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ADEQUATE
DOES NOT MEET EXPECTATIONS Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DOES NOT MEET EXPECTATIONS

Overall Comments:
Sterling is well on his way to becoming an effective English teacher. He is very organized and uses his planning/marking time well - this is important considering the volume of marking in senior English. He has participated in extracurricular activities, including a federation meeting, staff socials, yearbook committee meetings, and band practice, where he also gave bassoon lessons. I am more than satisfied with his overall development. An excellent start!

1. Commitment to Students and Student Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling shows respect for and commitment to students. He greets the students at the door each day and has made a noticeable effort to develop a rapport with as many students as possible. He learned the names of all 72 students by the middle of the second week! During classroom discussions, he shows that he values the students' opinions, and that their interpretations of the novel are as important as his (or mine). He encourages them to think critically on a daily basis, in both formal written work and in informal discussions.
Shows care and commitment to students and to teaching,	X					
Treats pupils equitably and with respect	X					
Creates opportunities for problem-solving, decision making and critical thinking	X					
Makes adjustments to meet student needs (Identified, ELD, ELL,...)	X					

2. Leadership & Community	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling is very professional in all of his duties. He and I discuss the lesson plans for each class together, especially the ways in which he will approach each lesson differently based on the students in each class and their needs. His lesson plans are very thorough, and Sterling is always on time.
Collaborates with others to create a learning community	X					
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)	X					

Days Absent: 0 # Days Late: 0

ASSOCIATE TEACHER FACULTY

Bonnie Cameron
SIGNATURE

Student Name: MacNay, Sterling

3. Ongoing Professional Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling approached the teaching of English with some apprehension, but he is committed to improving his practice as much as possible. Together we reflect on each lesson, and Sterling is very open to constructive criticism, which he accepts gracefully and incorporates into his plans for the next day.
Demonstrates commitment to professional growth	X					
Engages in reflection	X					

4.a) Professional Knowledge - Planning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling demonstrates a solid understanding of curriculum and identifies meaningful ways to assess students' skills and knowledge. He demonstrates the ability to match assessment to expectations and the tasks he is asking students to complete. For example, I asked him to design an essay as a unit test for ENG4C. He planned and delivered a mini unit on essay writing inside the novel unit so that he could assess students' prior skills and teach them the proper way to write an essay, including thesis, supporting arguments, quotations, citations, and MLA bibliography. The students will be well-prepared to use these skills and apply them to a literary essay. Sterling differentiates his instruction as needed, giving students the opportunity to learn the material in different ways, such as listening to an audiobook of the novel while reading. He also encourages students to make use of the accommodations described in their IEPs, with which he is familiar.
Identifies lesson expectations (curriculum and learning skills) and refines where necessary	X					
Outlines and understands curriculum content and its underlying concepts, facts and skills	X					
Matches assessment with expectations	X					
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations	X					
Plans for the learning environment and resources	X					
Plans and develops teaching/learning strategies		X				
Plans a consolidation and application task(s)		X				

4.b) Professional Knowledge - Implementing and Assessing	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling's strength lies in grabbing students' interest and making connections between the literature and the students' own experiences. Each formulative task is followed up with a summative or consolidating task which reinforces student learning. He successfully incorporates technology, such as getting students to listen to the audiobook on iPods or using their smartphones to access his Moodle site. Sterling has made use of a variety of assessment strategies, such as class discussions, anecdotal notes, homework checks, a debate, checklists, and rubrics. One of Sterling's main concerns at the beginning of this practicum was the pacing of the novel unit in ENG4C, and we have collaborated on this together. He has developed his understanding of the appropriate pace for a senior English classroom. He is flexible when necessary.
Engages the students through an introductory activity	X					
Uses instructional strategies which facilitate learning	X					
Uses technologies and resources	X					
Consolidates and provides an application that solidifies the learning	X					
Uses assessment strategies/recording devices	X					
Aware of pacing and timing and the need to be flexible		X				

5. Management and Communication Practices	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling promotes a positive learning environment in which he reinforces positive behaviour. He addresses noise/talking when it becomes disruptive, and he has identified students who need to be seated in alternate locations. On occasion, he needs to be more clear in his spoken instructions, which will improve as he becomes more comfortable teaching English. Sterling has not yet decided his personal stance on cell phones in class, and I feel that he needs to be firmer in this area. Overall his classroom management is competent, but a firmer hand is needed, especially in the first three weeks of the semester, so that routines can be established for the rest of the semester.
Models communication practices (voice, spoken/written language,...)		X				
Uses questioning techniques (Bloom's, probes, prompts, wait time,...)	X					
Promotes a positive and collaborative learning environment	X					
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies,...)		X				
Reinforces positive behaviour	X					