

PRACTICE TEACHING EVALUATION

Section No. IS1
For office use only

Student Name: MacNay, Sterling

Evaluation Date: Feb. 27-Mar. 23, 2012 (excluding Mar. 12-16)

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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input 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 will make a very effective English teacher. He puts much effort into his lesson plans, and his passion for teaching and learning comes across in his classroom practice. He takes his role as a teacher seriously, but he still makes his classes interesting and enjoyable for his students. I would not hesitate to request Sterling as a supply teacher in my classroom in the future, because he approaches everything in a professional and considered manner.

1. Commitment to Students and Student Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Sterling consistently showed commitment to students and their learning. During the last three weeks of the practicum, he built on the rapport he had developed with the students earlier. Not only did he treat students equitably and with respect, but he got the students to think critically about why it is necessary to treat others with respect. He always took into consideration students' different learning styles and needs.
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 was always thoroughly prepared and very professional in all of his duties. He engaged in discussions with me, with other teachers, and with education assistants, on various pedagogical issues. We collaborated on lessons and assignments to refine our practice for the good of the students.
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 was committed to improving his teaching practice as much as possible. He engaged in nearly constant reflection and was very open to constructive criticism, both of which he used to refine his plans for the next day (or sometimes the next class during the same 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 demonstrated a solid understanding of curriculum and identified meaningful ways to assess students' skills and knowledge. He demonstrated the ability to match assessment to expectations and the tasks he asked students to complete. For example, when planning an essay test to end a novel unit in ENG4C, he designed and delivered a mini-unit on essay writing, in which he assessed students' prior knowledge and writing skills. He then taught students how to write an essay, including a proper thesis, supporting arguments, quotations, citations, and MLA bibliography. The students were well prepared to use these skills and apply them to a literary essay. Sterling encouraged students to make use of the accommodations described in their IEPs. He also differentiated his instruction as needed, giving students opportunities to learn the material in different ways, such as listening to an audiobook of the novel while reading, or blogging their journal entries on his Moodle site.
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 was followed up with a summative or consolidating task which reinforced student learning. He successfully incorporated technology, such as getting students to listen to the audiobook on iPods or using their smartphones to access his Moodle site. Sterling made use of a variety of assessment strategies, such as class discussions, anecdotal notes, homework checks, debates, checklists, and rubrics. He developed his understanding of the appropriate pace for a senior English classroom. He demonstrated that he could be flexible when necessary, i.e. changing due dates for students who had been ill or who needed more time to complete an assignment.
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 is an effective communicator, in both written and spoken language. One of his great strengths is in his calm approach: he speaks to students as adults, in a way that demonstrates his respect for them, not talking down to them as some teacher-candidates do. Sterling promoted a positive learning environment in which he reinforced positive behaviour. He addressed noise/talking when it became disruptive, and he identified students who needed to be seated in alternate locations. Sterling's classroom management techniques improved over the course of the six weeks, and he is ready for the challenges of setting up his own classroom.
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					
Reinforces positive behaviour	X					