

PRACTICE TEACHING EVALUATION

Section No. IS-2 Student Name: Perrier, Rachel Evaluation Date: November 12-30, 2012

Ottawa-Carleton Catholic District School Board
 St. Patrick Intermediate School/Location
 Mark Dalipaj Associate Teacher
 7 Grade/Subject

OVERALL RATING: Level of Development

	Weeks	1	2	3	
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		EXEMPLARY
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		PROFICIENT
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		ADEQUATE
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		DOES NOT MEET EXPECTATIONS

Overall Comments:
 Rachel is putting in a strong effort to work on aspects of her teaching that need improvement. She now accepts input and tries to apply it to her lessons on a regular basis. Rachel approached this placement as a challenge and impressed with her improved work ethic and drive to succeed.

1. Commitment to Students and Student Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth):
Shows care and commitment to students and to teaching,		X				Rachel has made a conscious effort to get to know her students. She treats all students with the same level of respect, listening and taking all their needs into consideration.
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):
Collaborates with others to create a learning community			X			Rachel is beginning to collaborate with others by visiting other classrooms and discussing teaching practice with others. She is showing more initiative this practicum placement by being more active in the classroom.
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)			X			

Student Name: Perrier, Rachel

3. Ongoing Professional Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Rachel is growing as a teacher. She has made very large strides this practicum placement in her ability to adapt to situations and in her approach to planning a lesson. She shows commitment to becoming an effective instructor.
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): This placement, Rachel's planning is much more focused and detailed. Her lessons are planned with the curriculum expectations in mind. She modifies some lessons and assignments for the exceptional learners and is scaffolding some of her instructions and assignments to some degree. Rachel plans with the end objectives in mind, ensuring all expectations have been explained clearly. She integrates technology into her lessons effectively to help gain the student's interest.
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): Rachel's strength is her exceptional knowledge of technology. She produced many amazing video pieces to spark the student's interest in her lesson. With experience, Rachel's timing and lesson pacing will improve. She is beginning to use varying instructional strategies to reach all different types of learners.
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): In terms of classroom management strategies, Rachel's approach this placement was very well thought out and much more effective. She still needs to make herself more of a presence in the classroom, sometimes having difficulty regaining students attention. Rachel's tone does not bring emphasis to important or interesting parts of her lesson. Varying her tone and volume will help to keep her student's attention and will also help to accentuate interesting aspects of her lessons. Rachel does a good job reinforcing positive behaviour and exemplary work.
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				