

PRACTICE TEACHING EVALUATION

Section No. For office use only JI-4
 Student Name: Brooks, Kathryn
 Evaluation Date: 27 February 2013

Northeastern Catholic District School Board Board	St. Patrick School Cobalt School/Location	Janice McDonald-Grayston Associate Teacher	7/8 Grade/Subject
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OVERALL RATING: Level of Development	Weeks	1	2	3	
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EXEMPLARY	Provide a rating (X) for each week				
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 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:

Ms. Brooks has demonstrated a deep and professional commitment to teaching and to the well-being of her students. She employs a variety of successful strategies to meet their diverse learning needs and styles. Her friendly, calm, and patient demeanour coupled with positive classroom management techniques has allowed her to build a positive rapport with both students and school staff members. She will be a definite asset to any teaching staff.

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						Ms. Brook's positive connection to the grade 7/8 learners was evident throughout the lesson. Her lesson was designed to promote successful learning with opportunities for participation offered to all students. Modifications and accommodations to meet identified needs and diverse learning styles were smoothly incorporated into the lesson. Ms. Brooks voluntarily coaches basketball after school and during the lunch break.
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					
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)		X				

Days Absent: ___
 # Days Late: ___
 ASSOCIATE TEACHER
 FACULTY
 _____ **Katherine J. Bond-Johnson**
SIGNATURE

Student Name: Brooks, Kathryn

3. Ongoing Professional Learning	E	P	A	D	N/A	Comments (Please elaborate on strengths/areas for growth): Ms. Brooks has willingly participated in the school professional learning community and has familiarized herself with the math resources studied. She completes thorough and thoughtful reflections on each lesson taught and she uses this analysis to improve her teaching practices.
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): Using Smart Board technology Ms. Brooks planned an interactive and engaging lesson on what can be a dry subject - the measurement of angles. Her resources were thoroughly prepared including a consolidation activity and an application task that provided students with an immediate opportunity to apply the skills presented and provided the basis for a formative assessment. Not only was this lesson well thought out and logically sequenced, previous lessons contained in her planning binder are also well-designed and include opportunities for active student involvement linked to the expectations and the learning. In this lesson, she linked the learning to a specific grade 8 curriculum expectation. Given that this is a split class, she is encouraged to also link to a grade 7 expectation - perhaps from the expectations for mathematical process.
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): Using the Smart Board technology, Ms. Brooks stimulated interest and student participation. Her power point slides not only imparted information but were also interactive. The very first slide outlined the lesson expectation and was used to activate prior knowledge. Although this was basically a skill development lesson, Ms. Brooks encouraged critical thinking through the use of questioning techniques - "why ", "how do you know that?" The student work sheets provided opportunities for students to practice their skills in a supportive setting. She provided assistance as necessary and then collected the sheets. She not only marks the questions, she writes comments to each students thus providing a formative assessment to help prepare the students for an up-coming summative quiz. Checklists are used to promote accountability.
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): Throughout the lesson, Ms. Brooks expertly employed a variety of classroom management techniques to promote a risk-free learning environment. Students were encouraged to think critically, giving reasons for their answers but she also accepted simple answers and non-verbal responses in order to encourage participation. Use of appropriate wait times was evident. Her friendly and approachable manner has led to the development of a positive rapport with the learners. A variety of strategies were consistently and successfully employed to recognize and reward on-task behaviours as well as to monitor and correct off-task behaviours.
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					