



Practicum Office
 Faculty of Education
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Faculty of Education Summative Practicum Assessment

This rating scale is intended to assist Associate Teachers in making judgments about demonstrated levels of teaching proficiency. Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his BEd/DipEd Year.

Candidate Name: Matt Gordon

School: RS McLaughlin

Associate Teacher: Adam Campbell

Gr/Sub: Intermediat/Senior

Board: Durham District School Board

Date Completed: November 20/2015

Days Absent: 0

Summative Assessment Dates:

November 3-21, 2014 (15 days)

February 17-March 13, 2015 (19 days)

Other

I – Professionalism	
1. Initiative & dependability Effectively assumes appropriate degree of responsibility for the classroom	Exceeds Expectations <input type="checkbox"/>
Takes initiative to contribute to students' learning in many ways	Meets Expectations <input type="checkbox"/>
2. Discretion & professional judgement Uses appropriate professional judgement and discretion in relation to interactions with students	Meets Expectations <input type="checkbox"/>
Demonstrates sound judgement in dealing with parents, peers and colleagues	Meets Expectations <input type="checkbox"/>
3. Response to mentorship Invites and incorporates Associate Teacher feedback to improve teaching practices	Meets Expectations <input type="checkbox"/>
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice	Meets Expectations <input type="checkbox"/>
Demonstrates progress towards achieving teaching and learning goals	Meets Expectations <input type="checkbox"/>
Comments, next steps: Mr. Gordon has continued to grow and show a high level of professionalism. Matt is always early and always stays late. He is committed to the students in the class and will go above and beyond to mentor them in every way possible. Matt works with students in the halls to help maintain a safe school environment.	

II – Supporting a Community of Learners		
1. Promoting a safe and trusting learning community Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students	Meets Expectations	<input type="button" value="v"/>
2. Promoting student independence Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations	Meets Expectations	<input type="button" value="v"/>
Comments, next steps : Mr. Gordon has worked on routines in the program. He starts every class of with a routine that helps the students know that class is starting. Matt continues to fine tune these skills and the students are taking well to the changes. Matt has used learning goals to help students identify the "what" and "why" of what they are doing.		
III – Planning and Preparing		
1. Use of curriculum documents Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students	Meets Expectations	<input type="button" value="v"/>
Demonstrates sound knowledge of appropriate subject matter	Exceeds Expectations	<input type="button" value="v"/>
2. Sequencing of steps in a lesson or unit Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning	Meets Expectations	<input type="button" value="v"/>
Plans for appropriate student involvement and follow-up activities	Meets Expectations	<input type="button" value="v"/>
3. Differentiation Designs learning and assessment activities that are deliberately differentiated based on students' needs	Meets Expectations	<input type="button" value="v"/>
Demonstrates understanding of use of appropriate accommodations and modifications for individual students	Meets Expectations	<input type="button" value="v"/>
4. Resources Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment	Exceeds Expectations	<input type="button" value="v"/>
Uses a range of resources to support the development of information literacy skills	Meets Expectations	<input type="button" value="v"/>
Comments, next steps : Mr. Gordon has created mulipal units that help to fulfill the curriculum expectations. Matt has incorporated differentiation by adding the use of technology from the data camera (elmo) to powerpoints then physical demonstrations and exemplars that can be passed around.		

IV- Lesson Presentation		
1. Instructional strategies Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices	Meets Expectations	<input type="button" value="v"/>
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	Meets Expectations	<input type="button" value="v"/>
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses	Exceeds Expectations	<input type="button" value="v"/>
Works to engage students both in the learning and with each other	Meets Expectations	<input type="button" value="v"/>
4. Appropriate and effective use of language Expresses ideas, directions and options clearly	Exceeds Expectations	<input type="button" value="v"/>
Models a standard for oral and written work	Meets Expectations	<input type="button" value="v"/>
5. Engaging all learners Uses effective questioning	Meets Expectations	<input type="button" value="v"/>
Effectively uses strategies such as wait time and checking for understanding to engage all students in learning	Meets Expectations	<input type="button" value="v"/>
Comments, next steps : Mr. Gordon has been working on many techniques in student engagement. Matt has taken feedback and incorporated it along with his own ideas to help promote a strong engaging learning environment. The students have really taken to Mr. Gordons lessons and seem to find them engaging.		
V- Assessment		
1. Assessment for learning Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing	Meets Expectations	<input type="button" value="v"/>
Helps students to use this information for next steps	Meets Expectations	<input type="button" value="v"/>
2. Assessment as learning Creates opportunities for student self-assessment to help students to identify their learning needs	Meets Expectations	<input type="button" value="v"/>
Helps students to create appropriate, short-term curricular, personal or learning skill goals	Meets Expectations	<input type="button" value="v"/>
Makes judgements about achievement in fair, transparent and equitable ways	Meets Expectations	<input type="button" value="v"/>
3. Assessment of learning Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement	Meets Expectations	<input type="button" value="v"/>
Makes judgements about achievement in fair, transparent and equitable ways	Meets Expectations	<input type="button" value="v"/>
Comments, next steps: Mr. Gordon has used used various forms of assessment. From follow up question sheets to test and quizzes.		

Comments:

Mr. Gordon is becoming a strong Teacher Candidate. He continues to improve every day and is eager to become a more effective teacher every week by improving on the previous lesson, demonstration and even interaction with the students in the program. Matt is committed to improving the safety and techniques that the students use while working within the shop. Matt comes with a great and diverse amount of subject knowledge and it is evident in his passion for the subject area.

Overall Rating: Exceeds Expectations



Associate Teacher Signature: _____

Teacher Candidate Signature: _____

(Indicates receipt of the assessment only)

Distribution: *Original: Teacher Candidate Copies Practicum Office, Associate Teacher, Faculty Liaison*

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