



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: Matthew Gordon

School: RS. McLaughlin

Associate Teacher: Adam Campbell

Gr/Sub: 9,10,11,12

Board: Durham District School Board

Date Completed: March 13, 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
Takes initiative to contribute to students' learning in many ways	Exceeds Expectations
2. Discretion & professional judgement Uses appropriate professional judgement and discretion in relation to interactions with students	Exceeds Expectations
Demonstrates sound judgement in dealing with parents, peers and colleagues	Exceeds Expectations
3. Response to mentorship Invites and incorporates Associate Teacher feedback to improve teaching practices	Exceeds Expectations
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice	Exceeds Expectations
Demonstrates progress towards achieving teaching and learning goals	Exceeds Expectations
Comments, next steps: During this last practicum Mr. Gordon has taken complete control of all three periods during the day. He has completed lesson plans for all the periods during the week and submitted them to me at the start. Matt has made the class and shop run in a way that leaves me as a spectator during most of the periods. Matt acts in a professional manner with all of the students, parents and colleagues at MCVI. Matt has taken my feedback and used it to improve his delivery of lessons everyday.	

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	Exceeds Expectations
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
Comments, next steps : Mr. Gordon has established a start and end of class routine. The students have responded well and know that when Mr. Gordon says "Everyone ready" that it means it is time to be quiet, show eye contact and listen to what he has to say. A daily review of the Learning goals helps students understand that what and why of the day. Matt has spent time in Guidance and with Special Education to look up and help understand the students Individual Education Plans so that he can support those students with any accommodations they may need.	
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
Demonstrates sound knowledge of appropriate subject matter	Exceeds Expectations
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	Exceeds Expectations
Plans for appropriate student involvement and follow-up activities	Meets Expectations
3. Differentiation Designs learning and assessment activities that are deliberately differentiated based on students' needs	Meets Expectations
Demonstrates understanding of use of appropriate accommodations and modifications for individual students	Meets Expectations
4. Resources Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment	Exceeds Expectations
Uses a range of resources to support the development of information literacy skills	Exceeds Expectations
Comments, next steps : Mr. Gordon has planned and delivered a whole unit during his Practicum. Matt has sequenced the steps in the unit so that they build on a strong foundation of knowledge and practical skill throughout. Matt has created lessons and handouts that will be used after he has moved on to his future school of employment.	

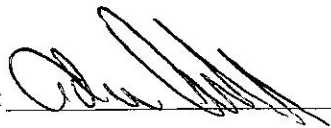
IV- Lesson Presentation	
1. Instructional strategies Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices	Exceeds Expectations
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	Meets Expectations
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses	Exceeds Expectations
Works to engage students both in the learning and with each other	Meets Expectations
4. Appropriate and effective use of language Expresses ideas, directions and options clearly	Exceeds Expectations
Models a standard for oral and written work	Exceeds Expectations
5. Engaging all learners Uses effective questioning	Exceeds Expectations
Effectively uses strategies such as wait time and checking for understanding to engage all students in learning	Meets Expectations
Comments, next steps : Mr. Gordon has progressed well with the delivery of his lessons. Matt has learned to manage his time while delivering curriculum. Matt works well with the classroom dynamic and adapts his lessons and handouts to meet the students needs. Matt has improved his use of effective questioning to help drive student learning through conversation.	
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	Exceeds Expectations
Helps students to use this information for next steps	Meets Expectations
2. Assessment as learning Creates opportunities for student self-assessment to help students to identify their learning needs	Meets Expectations
Helps students to create appropriate, short-term curricular, personal or learning skill goals	Meets Expectations
Makes judgements about achievement in fair, transparent and equitable ways	Meets Expectations
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
Makes judgements about achievement in fair, transparent and equitable ways	Meets Expectations
Comments, next steps: Mr. Gordon has created and given quizzes and tests to help asses for learning. Matt has given students their own rubrics to do self assessment as well as peer assessment to help better their learning. Matt has created hands on exercises to help students and teachers with the assessment of student learning.	

Comments:

Mr. Gordon has progressed nicely during his time here at MCVI. Matt has many qualities of an excellent teacher. He has high expectations of himself and his students. He has a strong sense of personal integrity and will be an excellent addition to any staff. I feel that Matt will become an outstanding teacher and would happily recommend him for a position within a school.

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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