Associate Teacher Practicum
Assessment Performance Indicators

Professionalism, Leadership, and Initiative in the School Culture:

1. **The candidate initiates and responds earnestly to counselling.**
   The candidate contributes to a positive dialogue and accepts suggestions amiably and earnestly. When the candidate can offer an alternate viewpoint, this is done professionally.

2. **The candidate is professional in manner and appearance.**
   The candidate's manner and appearance show respect for the culture of the school and classroom, and acceptance of the responsibilities of/to the profession.

3. **The candidate shows initiative, creativity, and enthusiasm.**
   The candidate readily agrees to all teaching assignments; volunteers to help in a variety of additional extracurricular, school, and classroom-related tasks; and actively consults with colleagues. The candidate also willingly shares new ideas and materials and initiates discussion and solution-finding in the classroom and school.

4. **The candidate is punctual, dependable, and effective.**
   The candidate arrives at school sufficiently early each day and is punctual for all lessons, discussions, and meetings with others in the school. Reliability and dependability are also evident in the candidate's approach to supervisory duties, marking of student assignments, returning of school materials, and other professional opportunities.

5. **The candidate is collaborative and involved positively and actively in the school culture .**
   The candidate's approach to the duties and individuals in the school setting is mature, thoughtful, and acceptable. Established school policies and practices are noted and followed and interactions with others are appropriate to the setting. The candidate also shows an active interest in school/board workshops, professional literature, and other sources for professional growth, and participates within the school community as a helpful contributor.

Pre-active Teaching Skills and Professional Knowledge:

1. **The candidate is knowledgeable about how students learn.**
   The candidate's planning demonstrates knowledge about how students learn. The candidate incorporates course material, guidance, observations from the school, and professional readings. These are apparent in context-appropriate motivations, review without redundant repetition, and other planning functions.

2. **The candidate uses a variety of assessment tools and aligns assessment and evaluation with expectations.**
   Evaluation methods are thoughtfully selected, authentic, and clearly aligned with stated expectations.

3. **The candidate plans thoroughly, selecting a variety of resources and an appropriate lesson or unit model.**
   Planning is thorough, with carefully developed background preparation. Planning is appropriate for the context and shows comprehension of curriculum design precepts.

4. **The candidate maintains a complete and functional daybook.**
   The candidate's daybook contains the following elements: a daily overview, daily and long-range plans (i.e., in the latter part of the year), a seating plan, mark lists, a class timetable, and any other materials required by associate teachers or faculty advisors. The candidate's plans are complete *before* the instructional period and <u>in adequate time for associate teachers or faculty advisors to review them.</u>

5. **The candidate plans instructional approaches that are relevant, coherent, and systematic.**
   Instructional approaches thoughtfully address the subject and the learning styles of the class.

6. **The candidate clearly describes and organizes purposeful student learning experiences (content and activity).**
   Instructional plans are thoughtfully and effectively sequenced, from initial teacher behaviours, through presentation steps to application, assessment, and evaluation. Student learning experiences are purposeful and appropriate for the subject and context.

7. **The candidate prepares and organizes the classroom and materials.**
   In addition to writing plans and updating the daybook, the candidate prepares the classroom and materials before teaching and tidies up afterward. The organization is efficient, safe, and context appropriate and shows respect for the subject and the teaching and learning enterprise.

8. **The candidate identifies and correctly interprets provincial and school board expectations.**
   The candidate's decision-making for planning is based on an understanding of the subject discipline, the Ontario curriculum, and school board policies and documents.

9. **The candidate sequences lessons and where appropriate links lessons to long-range plans.**
   Daily lessons are meaningfully and efficiently sequenced to achieve short-term and ultimately long-range expectations. The links are transparent and pedagogically sound.

Post-active Skills and Ongoing Professional Learning:

1. **The candidate tracks and efficiently records student achievement.**
   The candidate assesses and evaluates the degree of student learning and keeps useful and organized records. Authentic assessment methods are applied regularly.

2. **The candidate appropriately assesses the learning environment and shows insight into individual learner's progress.**
   The candidate is cognizant of the extent of effectiveness of teaching-learning events and the environment on student knowledge, skills, and values. Within the limits of the teaching practicum, the candidate (a) shows sensitivity to students' special needs, (b) appropriately follows Individual Education Plans, and (c) tracks group and individual changes over time.

3. **The candidate achieves expectations as described in plans.**
   It is evident that the expectations as described in plans are fulfilled. The teaching-learning program is successful.

4. **The candidate is reflective and pro-active in addressing own professional growth.**
   The candidate is able realistically to assess his/her teaching performance and growth as a professional. Continuous, honest, and beneficial self-reflection is evident.

Interactive Skills, Teaching Practice, and Commitment to Student Learning:

1. **The candidate maintains a safe learning environment.**
   The teaching-learning situation is physically and emotionally safe for students. The candidate shows a sensitivity to the needs and welfare of the class.

2. **The candidate engages students in active experiential learning.**
   In groups, with the whole class, and in individual learning experiences, students are engaged. The candidate encourages, invites, and expects student participation, minds-on and hands-on.

3. **The candidate effectively uses voice and nonverbal communication.**
   There is a high degree of correspondence between nonverbal and verbal communication. The candidate's gesture and gaze and control of voice volume, inflection, and rate contribute to the effectiveness of the presentations. Adjustments are made to suit the class and the occasion.

4. **The candidate generates enthusiasm, and respect for the subject and the teaching-learning enterprise.**
   The candidate's demeanour, approach, and in-class strategies demonstrate interest in the lesson content and a positive view toward learning and schooling. The candidate conveys a genuine, positive feeling for students, the subject, and the process of teaching.

5. **The candidate uses oral and written language appropriately or needs to correct:**
   spelling [ ], use of slang [ ], handwriting [ ], grammar, and/or level of language [ ].
   As required, check T in the brackets.

6. **The candidate motivates and sustains class involvement.**
   The candidate arranges lessons or activities that maintain full student interest. This engagement may be intellectual or hands-on. It is sustained through the depth of student involvement, rather than the novelty of the situation.

7. **The candidate adapts instruction to meet the needs of learners.**
   The candidate reacts effectively to in-class situations requiring re-teaching, rephrasing, accelerating, etc., for the whole group and for individuals. The candidate is aware of subtle/overt changes in student affect, and makes appropriate adjustments.

8. **The candidate is responsive, clear, and consistent in instruction.**
   The candidate uses strategies that are appropriate for the age group, the subject content, and stated expectations. Communication and exchange/discussion are effective. Learning proceeds.

9. **The candidate follows established class routines, adjusts as necessary, and demonstrates flexibility.**
   The candidate effectively uses the routines that are in place in the class, but also shows flexibility when required.

10. **The candidate applies suitable, varied, and bias-free teaching and learning strategies.**
    Teaching and learning approaches are varied to heighten retention and motivation. These are suitable for the context and evidence respect for the subject and class.

11. **The candidate fosters decision-making, problem-solving, and inquiry.**
    The candidate fosters active learning in minds-on and hands-on situations that are appropriate for the

context. Students respond with deepening intellectual curiosity, higher order thinking, and a growing metacognition regarding inquiry processes.

12. **The candidate poses appropriate questions, and responds effectively.**
    The candidate's questions and their pacing move learning forward. The level and kind of questions asked are age and context appropriate. The candidate's reactions to student replies show respect for learners and the subject. They are based on active listening and task commitment.

13. **The candidate has good rapport, e.g., treats students respectfully, uses positive reinforcement, and avoids sarcasm and threat.**
    There is a positive classroom environment. The candidate relates well to all members of the class and is attuned to group and individual needs, interests, and strengths. In challenging situations, the candidate does not resort to sarcasm and threat either in voice or manner.

14. **The candidate effectively and fairly applies management strategies.**
    A pro-active, fair, firm, and consistent stance is taken in maintaining appropriately high standards for student conduct. While teaching and supervising, the candidate is aware of the conduct and progress of students and takes steps positively and effectively to bring students back to their tasks. The candidate establishes a positive, comfortable relationship with individual students and with groups and the class.

15. **The candidate employs a balance of student and teacher directed learning.**
    The candidate recognizes the place and value of student-initiated learning and the need for student ownership of the problem to solve. The candidate also can effectively direct learning and engineer a balance to move learning forward and maintain an atmosphere of positive and productive engagement.

16. **The candidate paces lessons efficiently, manages effective transitions, and works within time allotments.**
    When instructing or organizing tasks, the candidate attends to time allotments in relation to the difficulty of the material, the cognitive ability of the students, and the motivation for learning inherent in the lesson. The pacing of presentations is appropriate, and transitions among lesson segments are smooth.

17. **The candidate uses resources and teaching aids successfully.**
    The candidate effectively uses a variety of teaching aids and/or concrete materials and/or computer-assisted learning to motivate students and enhance concept development. These aids animate the presentations, and contribute to the achievement of expectations.