

University of Lethbridge, Faculty of Education
PROFESSIONAL SEMESTER ONE
Formative Assessment

Student Teacher:		School:	
Grade/Subjects Taught:			
Teacher Associate:		University Consultant:	
Date:			

Instructions:

- The purpose of this form is to provide the student teacher with **specific feedback** during the PSII Practicum (ED 3600).
- The teacher associate should complete this form **at regular intervals** during the practicum (e.g. every week or every other week).
- The student teacher retains the completed form for his/her records; it is **not** submitted to the Field Experience Office.
- To document the student teacher's growth over the practicum, select/place a **checkmark**, or **week 1**, **week 2**, etc., in the appropriate level of performance for outcomes being assessed. Please also provide some comments on Strengths/Professional Learning Achieved and Suggestions/Areas for Growth on the final page of the form.
- It is **not necessary** to select/place a checkmark next to **each outcome** every time the form is completed – Teacher Associates may wish to concentrate on the **3-5 most relevant and significant strengths** and areas for growth, depending on the situation.

1. PLANNING AND PREPARATION (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Planning and Preparation			
1. Demonstrates knowledge and skills in the subject matter of the lessons. (3)			
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans. (3)			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught. (3)			
4. Takes into account students' prior learning, learning needs, interests, and background. (1, 3, 4)			
5. Organizes content into appropriate components and sequences for instruction. (3)			
6. Plans appropriate content and activities for the time allotted. (3)			
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies, learning activities, and assessment of lesson objectives. (3)			
8. Integrates digital technology and resources into instruction, where appropriate. (2, 3)			
9. Obtains and organizes equipment and materials for instruction. (3)			

2. INSTRUCTION (TQS #1, #3, #4, #5)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Communication			
1. Uses clear, fluent, and grammatically correct spoken and written language. (3)			
2. Uses vocabulary appropriate to students' age, background and interests. (3)			
3. Modulates his/her voice for audibility and expression. (3)			
4. Demonstrates cultural sensitivity in communication and instruction. (1, 4, 5)			
Lesson Introduction			
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides overview, and relates the lesson to previous learning as appropriate. (3)			

2. Instruction Continued: (TQS #1, #3, #4, #5)

General Lesson Development				
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. (3, 4)				
7. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. (3)				
8. Demonstrates subject matter competence during instruction. (3)				
9. Organizes and directs learning for individuals, small groups, and whole classes. (3, 4)				
10. Provides clear directions, instructions and explanations. (3)				
11. Directs efficient transitions between lessons and from one activity to the next. (3)				
12. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs.(3, 4)				
13. Uses appropriate materials and resources for teaching. (3)				
14. When appropriate, uses resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit. (5)				
15. Demonstrates flexibility and adaptability. (1, 3)				
Questioning and Discussion				
16. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. (3)				
17. Provides appropriate "wait-time" after posing questions. (3)				
18. Seeks clarification and elaboration of student responses, where appropriate. (3)				
19. Leads and directs student participation in class discussion effectively and distributes questions appropriately. (3)				
Focus on Student Learning				
20. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. (3)				
21. Recognizes and responds appropriately to individual differences and group learning needs. (1, 3, 4)				
22. Reinforces student learning, building on previous learning, reviewing, and re-teaching. (3)				
Closure				
23. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications. (3)				
24. Provides homework when appropriate and explains assignments fully. (3)				

3. CLASSROOM LEADERSHIP AND MANAGEMENT (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Classroom Leadership			
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence. (1, 3, 4)			
2. Creates & maintains an effective learning environment, setting high expectations & standards for student learning. (1, 2)			
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.(1,3)			
4. Establishes positive relationships and a classroom climate based on mutual trust and respect. (1, 2, 4)			
Classroom Management			
5. Clearly defines and reinforces classroom procedures and routines. (4)			
6. Clearly communicates and reinforces expectations for appropriate student behaviour. (4)			
7. Monitors student behaviour and is aware of student behaviour at all times. (4)			
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. (4)			

4. ASSESSMENT (TQS #3, #4)

Assessment	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Assesses student learning formatively using a variety of appropriate assessment techniques and instruments (e.g. observations, conversations, questioning, checking daily work, performance-based and written assessments). (3)			
2. Checks frequently for understanding. (3)			
3. Provides timely and effective feedback on learning to students. (3)			
4. Modifies and adapts teaching based on assessment data (e.g. employs alternative teaching strategies to re-teach where required). (3, 4)			
5. Explains to students how learning will be assessed. (3)			
6. Develops and maintains accurate records of student progress.(3)			

5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES (TQS #1, #2, #4, #6)

	Unacceptable	Acceptable
Professionalism		
1. Presents a professional appearance and manner. (1, 6)		
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties). (6)		
3. Demonstrates maturity and professional judgment. (1, 6)		
4. Demonstrates an interest in and a commitment to the teaching profession.(1, 6)		
5. Establishes professional relationships with the school community. (1)		
Professional Growth		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements. (2)		
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth. (3)		
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions. (2)		
9. Develops and communicates a personal vision of teaching. (4)		
10. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals. (2)		
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation. (6)		
Ethical Conduct		
12. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background. (4, 5, 6)		
13. Treats students with dignity and respect and is considerate of their circumstances. (4, 5, 6)		
14. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student. (6)		
15. Does not undermine the confidence of students in teachers or other student teachers. (1)		
16. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism. (1, 6)		
17. Acts in a manner that maintains the honour and dignity of the profession. (1, 6)		
18. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so. (6)		

FEEDBACK ON PROFESSIONAL GROWTH

Strengths / Professional Learning Achieved:

Suggestions / Areas for Growth: