Queen's University – B.Ed./Dip.Ed. Program
Summative Practicum Assessment

Candidate Name: School:

Associate Teacher: Gr/Sub:

Board: Date Completed: Days Absent:

Overall Rating: **Practicum Dates: October 29-November 16, 2018**

Document is valid and verified by the Practicum Office, Faculty of Education, Queen's University.

I – Professionalism	
1. Initiative & dependability Effectively assumes appropriate degree of responsibility for the classroom	
Takes initiative to contribute to students' learning in many ways	
2. Discretion & professional judgement Uses appropriate professional judgement and discretion in relation to interactions with students	
Demonstrates sound judgement in dealing with parents, peers and colleagues	
3. Response to mentorship Invites and incorporates Associate Teacher feedback to improve teaching practices	
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice	
Demonstrates progress towards achieving teaching and learning goals	
Comments, next steps:	

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	
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	
Comments, next steps :	

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	
Demonstrates sound knowledge of appropriate subject matter	
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	
Plans for appropriate student involvement and follow-up activities	
3. Differentiation Designs learning and assessment activities that are deliberately differentiated based on students' needs	
Demonstrates understanding of use of appropriate accommodations and modifications for individual students	
4. Resources Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment	
Uses a range of resources to support the development of information literacy skills	
Comments, next steps :	

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	
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses	
Works to engage students both in the learning and with each other	
4. Appropriate and effective use of language Expresses ideas, directions and options clearly	
Models a standard for oral and written work	
5. Engaging all learners Uses effective questioning	
Effectively uses strategies such as wait time and checking for understanding to engage all students in learning	
Comments, next steps :	

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	
Helps students to use this information for next steps	
2. Assessment *as* learning Creates opportunities for student self-assessment to help students to identify their learning needs	
Helps students to create appropriate, short-term curricular, personal or learning skill goals	
Makes judgements about achievement in fair, transparent and equitable ways	
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	
Makes judgements about achievement in fair, transparent and equitable ways	
Comments, next steps:	

Comments: