



## EVALUATION CHECKLIST

Upon completion of the extended practicum, teacher candidates are expected to have demonstrated the ability to plan, implement and evaluate instruction at a standard expected of a beginning teacher. At this point in the practicum, in the following areas, the teacher candidate: **N** = does not meet expectations, **Min** = minimally meets expectations, or **M** = meets expectations.

The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty and/or to withhold its recommendation for certification if she or he is considered to be unsuited to proceed with the study or practice of teaching.

Section 1: Professional Qualities	1. N Min M	Written Comments
1. Demonstrates enthusiasm for teaching/learning 2. Assumes the role of the teacher 3. Communicates appropriately with parents 4. Behaves in accordance with professional standards 5. Is dependable, punctual, and responsible 6. Is collegial with advisors and other professionals 7. Maintains appropriate records 8. Is reflective and open to suggestions 9. Acts on advice to improve practice 10. Contributes to the school community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 2: Planning	2. N Min M	
1. Selects appropriate goals/objectives (in accordance with IRPs) 2. Designs units/lessons that support identified goals/objectives 3. Designs logically-organized units/lessons 4. Designs units/lessons to engage students in meaningful learning 5. Plans to address individual differences 6. Plans lessons that allow for individual and group work 7. Utilizes appropriate resources 8. Uses appropriate assessment, evaluation and reporting strategies 9. Demonstrates understanding of subject content 10. Demonstrates understanding of current pedagogy 11. Prepares unit/lesson plans in advance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 3: Implementation	3. N Min M	
1. Models correct written and oral language 2. Uses effective volume, inflection, and tone of voice 3. Uses effective questioning techniques 4. States directions clearly 5. Provides clear examples 6. Designs introductions that motivate students 7. Makes links to students' past experiences 8. Engages students in meaningful learning throughout the lesson 9. Adjusts pacing of lessons to the needs of the learners 10. Responds appropriately to students 11. Draws lessons to a suitable conclusion	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 4: Classroom Management/Environment	4. N Min M	
1. Organizes the physical environment for learning 2. Encourages respectful relationships 3. Uses suitable gestures, proximity, wait-time, and eye contact 4. Develops rapport with students 5. Establishes appropriate classroom procedures 6. Consistently reinforces rules and expectations 7. Ensures smooth transitions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Teacher Candidate's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Date Discussed \_\_\_\_\_

Distribution: White-Teacher Candidate Canary-UBC Pink-School Advisor