

Appendix F University of Prince Edward Island –Faculty of Education
Guidelines for Assessment of Pre-service Teacher’s Performance

The following represent descriptions for both ends of a continuum for each of the qualities to be evaluated.

PLANNING AND PREPARATION

KNOWLEDGE OF SUBJECT MATTER

Excellent knowledge of subject matter.

Knowledge of subject matter is superficial.

LESSON PLAN

Unit or daily plans are thoroughly prepared and written to include the topic, objectives, materials to be used, methods of teaching, adaptations and modifications, differentiated instruction, follow-up, and evaluation.

Unit or daily plans have not been prepared in written form. Plans are incomplete or poorly constructed. Plans are seldom available to supervisors. Little attention is paid to individual differences.

PREPARES RESOURCES EFFECTIVELY

Uses available resources to excellent advantage in the planning and implementation of lessons.

Does not use available resources to support lessons.

TEACHING EFFECTIVENESS

COMMUNICATES CLEARLY AND ACCURATELY

Takes time to clarify expectations for classroom behavior. Encourages student input and is consistent in monitoring how well norms are met.

Students seen unaware of what is expected of them. Norms are not discussed and teacher is inconsistent in responding to misbehavior.

LESSON INTRODUCTION AND DEVELOPMENT

Clearly states the purpose and objectives for the lesson(s). Introduction provides a meaningful framework for students and fosters enthusiasm. Lessons flow smoothly from introduction through activities, closure, and evaluation. Explanations are clear and precise, and demonstrations are well organized. Students’ level of understanding is consistently monitored.

Purpose and objectives of the lesson(s) are not clearly stated. Students are unaware of what is expected and show little excitement. Lessons are disjointed. Transitions from introduction, activities, etc. are poorly timed. Explanations and demonstrations are poorly organized. Students’ progress is not assessed.

QUESTIONING SKILLS

Uses a rich variety of questions of appropriately matched to the subject matter. Effective prompting techniques are used and students’ responses are handled in a supportive and useful manner. All students are given opportunity to respond.

Uses a narrow range of questions, usually the factual type. Very little prompting is used and unanswered questions are passed on to another students or answered by the teacher. Useful feedback to students is non-existent or inconsistent.

INSTRUCTIONAL METHOD

Effective use of a variety of methods. Instructional approaches are appropriately matched to students, content, and time schedule. Uses review and practice techniques in a consistent and meaningful way.

Little variation in methods. Methods selected are inappropriate for students, content, and time schedule. Review and practice activities are used sporadically and ineffectually.

EVALUATION

Used a variety of informal and formal methods for formative and summative evaluation. Provides students with ongoing feedback. Methods used are appropriate for gathering valid and reliable information.

Uses inappropriate methods for evaluating students' progress and achievement. Methods are poorly matched to knowledge and skills being evaluated. Little feedback is given to students.

RECORD KEEPING

Effectively organizes valid, accurate records of student involvement and achievement. Records test results promptly and efficiently.

Ineffectively organizes and keeps student records. Records, anecdotal notes, etc. are incomplete and seldom current.

MATURITY AND CONFIDENCE

Self-assured and composed. Strong personal presence. Is not threatened by unexpected events. Demonstrates an even temperament.

Appears nervous and unsure. Threatened by challenge and change. Copes with problems in an irrational manner.

PROVIDES POSITIVE, ENCOURAGING FEEDBACK

Enthusiastic and interested in students. Engages students in a caring and supportive manner. Responds quickly and effectively to assignments and projects; students have a thorough understanding of how their work is to be assessed.

Lacks zeal and enthusiasm. Does not engage students openly and enthusiastically. Does not provide quick and effective response to assignments and projects; students have a vague understanding of how their work is to be assessed.

CLASSROOM MANAGEMENT

CREATES A CLIMATE OF RESPECT

Creates an environment conducive to learning by attending to physical layout and appearance. Classroom provides stimulation and interest. Arrangements are appropriately matched to the needs of students and classroom activities. Sets clear expectations for student conduct in a respectful and caring environment.

Classroom does not stimulate students. Classroom is inappropriately arranged for the learning activities that take place. Expectations for student conduct are not clear and lack of consistency results in inappropriate behaviour.

MANAGES STUDENT BEHAVIOR

Keeps students on task. Makes sure that students always have meaningful tasks and that they actively pursue them. Always responds to unwanted behavior in a fair, firm, and consistent manner. Aware of all classroom

Students do not attend to designated activities. Students are not closely monitored. Not aware of pupil behaviors. Uncertain about responding to unwanted behavior. unfair and inconsistent in dealing

activities and responds quickly to misbehavior. Response is matched to the severity of the behavior.

with problems.

MANAGES CLASSROOM ROUTINE

Routines for classroom activities are clearly articulated and consistently monitored. Students know what is expected for each activity.

Routines are ineffective and poorly managed. Lack of consistency results in disruptive behavior.

DEMONSTRATES APPROPRIATE INTERPERSONAL SKILLS

Poised, confident, mature, and ethical conduct evident at all times. Builds excellent relationships with students that support and encourage learning.

Lacking in confidence and maturity. Uncertain about how to develop relationships with students that support and encourage learning.

PROFESSIONALISM

IDENTIFIES AREAS OF IMPROVEMENT IN THE LESSON

Continuously reflects on and objectively evaluates teaching effectiveness.

Guarded and defensive in responding to feedback from others.

ACCEPTS AND INTEGRATES CONSTRUCTIVE FEEDBACK

Open to feedback from others.

Avoids self-examination.

PROFESSIONAL CONDUCT

Shows respect for students and fellow teachers. Aware of expectations for teachers as outlined. Dependable and punctual. Sensitive to the welfare of others.

Unaware of the expectations of the profession. Behaviour demonstrates a lack of professionalism (e.g., tardy, disrespectful, undependable, insensitive).

CROSS-CULTURAL ADAPTATION – as applicable to placement

PERSONAL ADAPTABILITY

Thrives in the host cultural community. Interested in cultural norms and perspectives. Eager to learn about the host culture and to try new experiences.

Appears ill at ease in the host community. Is not interested in the host culture. Becomes withdrawn and defensive.

CULTURAL SENSITIVITY

Becomes sensitive to the norms and expectations of the host culture. Appreciates cultural differences and adjusts personal behavior accordingly.

Is unaware of different norms and expectations. Creates ill feelings through inappropriate behavior.

INTERNATIONAL UNDERSTANDING

Increases understanding and appreciation of Canadian culture through formal and informal contributions to the life of the school. Is an effective and praiseworthy ambassador for Canada.

Does not actively contribute toward understanding of Canadian culture. Is a poor ambassador for Canada.

University of Prince Edward Island
Faculty of Education
Cooperating Teacher's Formative Evaluation of Practicum Experience
ED 495 - Year 1 (Term 1)

Preservice Teacher: _____ School: _____

Cooperating Teacher(s): _____

Subjects/grades taught: _____ Practicum Advisor: _____

*Please reflect on the time the student was in the school and comment on her/his progress in each of the following areas. Indicate both the **strengths** and the areas for further **development** for the next practicum experience.*

Personal Qualities:

(Initiative; enthusiasm; professionalism; reflection; spoken and written language skills; interpersonal skills)

Classroom Management:

(Developing an awareness of classroom procedures and routines; students' characteristics and behaviours)

Teaching Effectiveness:

(Understanding of the curriculum and its outcomes; various teaching methods; lesson planning and delivery; assessment strategies)

Areas to concentrate on for next practicum:

Signature of Cooperating Teacher: _____ **Date:** _____

I have had the opportunity to read and discuss this evaluation.

Signature of Pre-service teacher: _____ **Date:** _____

Faculty Advisor's Signature indicating acknowledgement of this report: _____

Updated Sept. 2009

University of Prince Edward Island
Faculty of Education
Cooperating Teacher's Formative Evaluation of Practicum Experience
ED 496 - Year 1 (Term 2)

Preservice Teacher: _____ School: _____
Cooperating Teacher(s): _____
Subjects/grades taught: _____ Practicum Advisor: _____

*Please reflect on the time the student was in the school and comment on her/his **progress** in each of the following areas. Indicate both the **strengths** and the areas for further **development** for the next practicum experience.*

Personal Qualities:

(Initiative; enthusiasm; professionalism; reflection; spoken and written language skills; interpersonal skills)

Classroom Management:

(Developing an awareness of classroom procedures and routines; students' characteristics and behaviours)

Teaching Effectiveness:

(Understanding of the curriculum and its outcomes; various teaching methods; lesson planning and delivery; assessment strategies)

Areas to concentrate on for next practicum:

Signature of Cooperating Teacher: _____ **Date:** _____

I have had the opportunity to read and discuss this evaluation.

Signature of Pre-service teacher: _____ Date: _____

Faculty Advisor's Signature indicating acknowledgement of this report: _____

Updated Sept. 2009

University of Prince Edward Island - Faculty of Education
Cooperating Teacher's Pre-service Teacher Summary Report: ED 497 and 498 - Year 2
 This is a summary report and not an official statement of final standing in student teaching.

Pre-service teacher _____ First Practicum ____ Second Practicum ____

School _____ Subject/grade _____

Cooperating teacher _____ Practicum Advisor _____

Not Evident (skills not evident in this practicum)
 professional competence)
Developing (acceptable effort with growth areas identified)
 report)
Proficiency (introduces, develops, and closes lessons effectively)

Exemplary (substantive evidence of full
 Not Applicable (skill not applicable in this

PLANNING & PREPARATION	NE	D	P	E	NA
Demonstrates knowledge of content and pedagogy					
Designs and develops an effective lesson plan					
Prepares resources effectively					
Plans for individual needs, abilities and a range of learning styles					
TEACHING					
Communicates clearly and accurately					
Provides a variety of learning experiences					
Uses questioning appropriately					
Engages students actively in learning					
Demonstrates flexibility and responsiveness					
Displays initiative and creativity					
Uses assessment strategies/techniques appropriately					
Provides positive, encouraging feedback					
CLASSROOM ENVIRONMENT					
Creates a climate of respect					
Manages student behaviour					
Manages classroom procedures					
Demonstrates appropriate interpersonal skills					
Promotes inclusive practices					
PROFESSIONALISM					
Identifies areas of improvement in the lesson					
Accepts and integrates constructive feedback					
Exhibits a professional presence in the classroom and school					

Comments:

Signatures of:

Pre-service Teacher _____

Cooperating Teacher _____

Date: _____

Faculty Advisor's Signature indicating acknowledgement of this report: _____

Updated 2009

Université de l'Île-du-Prince-Édouard
Faculté des sciences de l'éducation
Évaluation formative du stage
ED 495 – 1^{re} année (semestre 1)

L'enseignant(e) coopérant(e) et le surveillant(e) DOIVENT remplir chacun(e) un exemplaire de ce formulaire.

Date de l'observation: _____ Matière /Année: _____

École: _____ Stagiaire: _____

Enseignant(e.s) coopérant(e.s) : _____

Surveillant(e) du stage: _____

*Veillez réfléchir sur le temps actuel que l'étudiant(e) passe ou a passé dans l'école et commenter son **progrès** dans chacun des domaines suivants. Indiquez et les **forces** et où l'étudiant(e) pourra **se développer** davantage lors du prochain stage.*

Qualités personnelles:

(Initiative; enthousiasme; professionnalisme; réflexion; habiletés langagières à l'oral et à l'écrit; habiletés interpersonnelles)

Gestion de classe:

(Développement d'une conscience des procédures et routines de la salle de classe, des caractéristiques et comportements des élèves)

Efficacité de l'enseignement:

(Compréhension des programmes d'études et leurs résultats d'apprentissage; diverses méthodes d'enseignement; planification et enseignement de leçons ; stratégies de mesure et d'évaluation)

Buts pour le prochaine stage :

Stagiaire

Enseignant(e) coopérant(e)

La signature du (de la) surveillant(e) signifie qu'il / elle a lu cette évaluation _____

Mise à jour sept. 2009

Université de l'Île-du-Prince-Édouard
Faculté des sciences de l'éducation
Évaluation formative du stage
ED 496 - 1re année (semestre 2)

L'enseignant(e) coopérant(e) et le (la) surveillant(e) DOIVENT remplir chacun(e) un exemplaire de ce formulaire.

Date de l'observation: _____ Matière/Année: _____

École: _____ Stagiaire: _____

Enseignant(e.s) coopérant(e.s) : _____

Surveillant(e) du stage: _____

*Veillez réfléchir sur le temps actuel que l'étudiant(e) passe ou a passé dans l'école et commenter son **progrès** dans chacun des domaines suivants. Indiquez et les **forces** et où l'étudiant(e) pourra **se développer** davantage lors du prochain stage.*

Qualités personnelles:

(Initiative; enthousiasme; professionnalisme; réflexion; habiletés langagières à l'oral et à l'écrit; habiletés interpersonnelles)

Gestion de classe:

(Développement d'une conscience des procédures et routines de la salle de classe, des caractéristiques et comportements des élèves)

Efficacité de l'enseignement:

(Compréhension des programmes d'études et leurs résultats d'apprentissage; diverses méthodes d'enseignement; planification et enseignement de leçons ; stratégies de mesure et d'évaluation)

Buts pour le prochaine stage :

Stagiaire

Enseignant(e) coopérant(e)

La signature du (de la) surveillant(e) signifie qu'il / elle a lu cette évaluation :

Mise à jour sept. 2009

