

Assessment of Professional Practice: Faculty Advisor

Student's name: _____

Location of student's practicum: _____

Name of Principal/supervisor: _____

UPEI Faculty Advisor: _____

Overall Rating: PASS

FAIL

Summary comments and overall performance:

Faculty advisor:

Signature

Date

Signature of student indicating that this report has been discussed with the student in question:

Signature

Date

Domain 1: Planning and Preparation

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____

School Year ____--____

Rating: Unsatisfactory (U)

Basic (B)

Proficient (P)

Distinguished (D)

Component	Evidence	Comments	Rating
1a: Demonstrates knowledge of prescribed curriculum.			
1b: Demonstrates knowledge of students.			
1c: Demonstrates knowledge of resources.			
1d: Designs lessons and unit plans and sets instructional outcomes.			
1e: Designs student assessments.			

Domain 1: Planning and Preparation

Name: _____

Level of Performance

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1a: Demonstrates knowledge of prescribed curriculum	Teacher demonstrates little knowledge and understanding of aspects and practices of the prescribed curriculum.	Teacher demonstrates some awareness of the concepts and practices of the prescribed curriculum.	Teacher displays solid knowledge of the content, content and practices of the prescribed curriculum.	Teacher displays extensive knowledge of the content of the prescribed curriculum. Teacher actively builds on knowledge of prerequisites when describing instruction.
1b: Demonstrates knowledge of students	Teacher demonstrates little or no knowledge of students and does not seek such understanding.	Teacher displays the importance of understanding students and attains this knowledge for the whole class.	Teacher's knowledge of students is accurate and current, and attains this knowledge for groups of students.	Teacher's knowledge of students is extensive and from a variety of sources. This knowledge is attained for individual students.
1c: Demonstrates knowledge of resources	Teacher is unaware of resources available for classroom use through the school, board, or department.	Teacher displays awareness and familiarity of resources available for classroom use through the school, board, or department but uses them on a limited basis.	Teacher displays awareness of resources available for classroom use through the school, board, or department and some familiarity with resources external to the school.	Teacher's knowledge of resources is extensive, including those available for classroom use through school, board, department, the community, professional organizations, and on the Internet.
1d: Designs lessons and unit plans, and sets instructional outcomes	The learning activities and materials are not suitable to the students and are poorly aligned with the instructional outcomes. They do not permit viable methods of assessment.	Only some of the learning activities and materials are suitable to the students and are partially aligned with instructional outcomes. They reflect more than one type of learning, but there is no attempt at integration.	The learning activities and materials are suitable to the students and are aligned to instructional outcomes. They represent different types of learning and can be assessed.	The learning activities and materials are highly suitable to the students and are designed to engage students in meaningful, differentiated activities. Instructional outcomes represent different types of content and integrate the needs of every student. The lesson or unit structure is clear.
1e: Designs student assessments	Assessment criteria and standards are vague and poorly aligned with instructional outcomes. A limited variety of assessments are used, and these have minimal impact on future instruction.	Assessment criteria and standards are developed and partially aligned with instructional outcomes, but are not clearly stated. Teacher intends to use results for future instruction for the whole class.	Assessment criteria and standards are clear and are aligned with instructional outcomes. A variety of techniques are used and teacher intends to plan for future instruction for student groups.	Assessment criteria and standards are very clear and fully align with instructional outcomes. Formative and summative assessments are designed and teacher intends to plan for future instruction for individual students.

Domain 2: The Classroom Environment

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ School Year ____--____

Rating: **Unsatisfactory (U)** **Basic (B)** **Proficient (P)** **Distinguished (D)**

Component	Evidence	Comments	Rating
2a: Creates an environment of respect and rapport.			
2b: Establishes a culture for learning.			
2c: Manages classroom procedures.			
2d: Manages student behaviour.			
2e: Organizes physical space.			

Domain 2: The Classroom Environment

Name: _____

Level of Performance

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
2a: Creates an environment of respect and rapport	Standards of conduct are vague. Classroom interactions are negative, sarcastic, insensitive or inappropriate to the age or culture of the students.	Standards of conduct appear to have been established and most students understand them. Teacher student interactions are generally appropriate but insensitivity or inconsistencies may exist.	Standards of conduct are clear to all students. Teacher student interactions demonstrate caring and respect and are appropriate to the cultural differences among students.	Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher interactions with students demonstrate genuine caring and respect.
2a: Establishes a culture for learning	Teacher conveys a negative attitude toward the content/classroom and interactions convey low expectations for student achievement. There is also little or no student pride in work.	Teacher communicates the importance of the work, but with little commitment, modest expectations for student achievement, and little student pride in work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students, including pride in students' work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students. Students hold themselves to high standards and contribute to a positive learning climate.
2c: Manages classroom procedures	Much instructional time is lost. Transitions are chaotic and many students are not working or are not productively engaged in learning as a result.	Some instructional time is lost due to transitions that are partially effective. Some students are not working or are not productively engaged in learning.	Little instructional time is lost because of classroom routines and procedures for transitions, which occur smoothly. Students are productively engaged.	Well-established routines and procedures are in place to that students are productively engaged, with students assuming responsibility for productivity. Transitions occur seamlessly.
2d: Manages student behaviour	Behaviour expectations are vaguely communicated and there is little or no teacher monitoring of student behavior. Response to misbehavior is inconsistent or may not respect the student's dignity.	Behaviour expectations are somewhat established. Teacher attempts to monitor and respond to student misbehavior, but with inconsistent results.	Behaviour expectations are clear to students and the teacher monitors and responds to misbehavior appropriately. Teacher respects student's dignity and demonstrates flexibility with special circumstances.	Behaviour expectations are clear, with student participation in setting them. Monitoring by teacher is subtle and preventative, and sensitive to students' individual needs.
2e: Organizes physical space	The classroom is unsafe or the furniture arrangement hinders the learning activities or the teacher makes poor use of the physical resources.	The classroom is safe and the teacher uses physical resources, including computer technology, adequately. The teacher may modify these with partial success.	The classroom is safe and physical resources are arranged to support learning activities. The teacher makes use of resources, including computer technology.	The classroom is safe and physical resources are suitable for a variety of activities throughout the year. Technology is used skillfully, as appropriate to the lesson.