

PRACTICE TEACHING EVALUATION

Section No. PJ-4  
For office use only

Student Name: Stajov, Daniel

Evaluation Date: 20 February 2015

Halton District School Board Board	Kilbride Public School School/Location	Angela Watson Associate Teacher	4/5 Grade/Subject
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**OVERALL RATING: Level of Development**

	Weeks	1	2	3	
<b>EXEMPLARY</b> Displays exceptional teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>EXEMPLARY</b>
<b>PROFICIENT</b> Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>PROFICIENT</b>
<b>ADEQUATE</b> Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, including respecting confidential information about students.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>ADEQUATE</b>
<b>DOES NOT MEET EXPECTATIONS</b> Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, including respecting confidential information about students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>DOES NOT MEET EXPECTATIONS</b>

**Overall Comments:**  
Dan has a good relationship with these Grade 4 and 5 students and maintained very good classroom control. Planning showed awareness of different learning styles and provided opportunities for higher level thinking. Dan is working on expanding his repertoire of instructional strategies in order to adjust pacing, maximize student participation, and optimize instructional time.

1. Commitment to Students and Student Learning	E	P	A	D	N/A	<b>Comments (Please elaborate on strengths/areas for growth):</b> Dan has a warm relationship with the students, and they respond to him. The students had some difficulties making the adjustment from concept building activities in a previous lesson to application in this teacher-led large group lesson on persuasive writing. Elbow partner discussions helped the students to be more confident about sharing their ideas with the class.
Shows care and commitment to students and to teaching,		X				
Treats pupils equitably and with respect		X				
Creates opportunities for problem-solving, decision making and critical thinking			X			
Makes adjustments to meet student needs (Identified, ELD, ELL,...)			X			

2. Leadership & Community	E	P	A	D	N/A	<b>Comments (Please elaborate on strengths/areas for growth):</b> Dan collaborates closely with the Associate Teacher when planning lessons. The practicum binder is complete and thorough, with detailed observations and lesson plans. Professionalism is always evident.
Collaborates with others to create a learning community		X				
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)		X				

# Days Absent: \_\_\_ # Days Late: \_\_\_

ASSOCIATE TEACHER  FACULTY

Heather White  
SIGNATURE

**Student Name:** Stajov, Daniel

<b>3. Ongoing Professional Learning</b>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>N/A</b>	<b>Comments (Please elaborate on strengths/areas for growth):</b> Dan's detailed and thoughtful reflections indicate his commitment to professional growth. He is interested in the use of graphic organizers and other techniques to engage students and scaffold learning.
Demonstrates commitment to professional growth		X				
Engages in reflection		X				

<b>4.a) Professional Knowledge - Planning</b>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>N/A</b>	<b>Comments (Please elaborate on strengths/areas for growth):</b> Dan has detailed anecdotal notes recording his observations of some students' progress over the lessons in the unit. He planned to make anecdotal notes of his observations later in the day. Devices were suggested to facilitate gathering formative assessment observations during the lesson, such as notes on a seating plan. Dan is encouraged to address specific accommodations and/or modifications for individual students in the planning process. The lesson design addressed different learning styles and needs through visual and auditory modes of instruction, and opportunities for individual, small group, and large group learning.
Identifies lesson expectations (curriculum and learning skills) and refines where necessary		X				
Outlines and understands curriculum content and its underlying concepts, facts and skills		X				
Matches assessment with expectations		X				
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations			X			
Plans for the learning environment and resources		X				
Plans and develops teaching/learning strategies			X			
Plans a consolidation and application task(s)		X				

<b>4.b) Professional Knowledge - Implementing and Assessing</b>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>N/A</b>	<b>Comments (Please elaborate on strengths/areas for growth):</b> In this lesson students wrote a class persuasive essay about a later bedtime. The introduction was developed together, with references to anchor charts and previously taught key concepts. After an elbow partner discussion students offered many ideas as the theme for the first body paragraph. Once one student's idea was chosen other students struggled to provide supporting details. Dan called on individual students to widen responses. Another elbow discussion about the second paragraph re-engaged students, but many did not participate once a specific idea was chosen. The AT typed the paragraph which was projected on the Smart Board so that all the students could see the letter develop. In post-lesson discussion Dan offered ways strategies to improve student success and participation in the last half of the lesson.
Engages the students through an introductory activity			X			
Uses instructional strategies which facilitate learning			X			
Uses technologies and resources			X			
Consolidates and provides an application that solidifies the learning			X			
Uses assessment strategies/recording devices			X			
Aware of pacing and timing and the need to be flexible			X			

<b>5. Management and Communication Practices</b>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>N/A</b>	<b>Comments (Please elaborate on strengths/areas for growth):</b> Dan maintained good class control throughout the lesson. He modelled good listening and turn-taking behaviour and communicated clear expectations to students. Dan was able to use his voice at higher volume, without shouting, to easily regain quiet attention when students were involved in elbow partner discussions. He was aware of off task students and quickly redirected them while maintaining a positive atmosphere throughout the lesson.
Models communication practices (voice, spoken/written language,...)		X				
Uses questioning techniques (Bloom's, probes, prompts, wait time,...)		X				
Promotes a positive and collaborative learning environment		X				
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies,...)		X				
Reinforces positive behaviour		X				