



Teacher Candidate \_\_\_\_\_

☐ EDUC 315☐ EDUC 321/323

School \_\_\_\_\_

☐ Interim☐ Midpoint☐ Final

Upon the completion of the extended practicum, teacher candidates are required to meet expectations (**M**) for virtually all items on this checklist. Teacher candidates are expected to have demonstrated the ability to plan, implement and evaluate instruction at a standard expected of a **beginning teacher**.

*The Faculty reserves the right to require candidates to withdraw from the Faculty and/or to withhold its recommendation for certification if they are considered to be unsuited to proceed with the study or practice of teaching.*

**N** = not meeting expectations | **A** = approaching expectations | **M** = consistently meeting expectations

**Section 1: Professional Qualities**

1. Demonstrates enthusiasm and positive attitude for teaching/learning
2. Assumes the role of the teacher
3. Communicates effectively with students' families
4. Demonstrates a commitment to high professional and ethical standards
5. Is dependable, punctual, and responsible
6. Is respectful and cooperative with advisors and other professionals
7. Contributes to the classroom and school community

**N** **A** **M** **Comments**

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**Section 2: Inquiry & Reflective Practice**

1. Acts on advice to improve practice
2. Uses effective cycle of questioning, reflection and action
3. Links educational research to classroom practice

**N** **A** **M**

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**Section 3: Curriculum, Pedagogy & Assessment**

1. Selects appropriate goals/objectives (in accordance with IRPs)
2. Prepares detailed unit/lesson plans in advance
3. Designs logically organized units/lessons that support identified goals/objectives
4. Designs units/lessons that engage students in meaningful learning
5. Maintains appropriate records (assessment/attendance)
6. Implements suitable introductions and conclusions
7. Uses diverse and pedagogically sound teaching strategies to engage all learners
8. Uses appropriate resources that enhance/improve instruction
9. Uses subject appropriate assessment, evaluation and reporting strategies
10. Uses assessment to set learning goals, motivate student learning and guide teaching
11. Provides timely and effective feedback to students
12. Demonstrates understanding of subject content

**N** **A** **M**

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**Section 4: Diversity and Social Justice**

1. Shows an understanding of and seeks to address educational inequalities
2. Demonstrates positive regard for students and families of all ability, culture, religion, gender and sexual orientation
3. Understands and builds on the resources that multilingual students bring to their learning
4. Demonstrates sensitivity to individual diversity

**N** **A** **M**

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**Section 5: Language, Literacies & Cultures**

1. Communicates curriculum content clearly and accessibly
2. Adjusts register of language (e.g. tone/formality/vocabulary) according to audience and/or context
3. Demonstrates understanding and skill in using a variety of modes to communicate (e.g., linguistic, audio-visual, gestural)
4. Emphasizes language development in all curriculum areas

**N** **A** **M**

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**Section 6: Classroom Climate**

1. Organizes the physical environment for learning
2. Develops rapport with students
3. Establishes appropriate/safe classroom procedures
4. Reinforces classroom expectations
5. Maintains an engaged and participatory environment
6. Uses suitable gestures, proximity, wait-time and eye contact

**N** **A** **M**

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Teacher Candidate's Signature \_\_\_\_\_ Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_