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MISSION STATEMENT

The mission of the Faculty of Education is to promote the professional growth of teachers through pre-service, in-service and graduate programs, as well as provide educational leadership and support through consultation and research.

The goal of the PRACTICUM within in the Concurrent BA/BEEd program is to provide student teachers with opportunities for growth as a professional teacher.

Practice teaching provides opportunities:

- for involvement in classroom settings in which student teachers can relate the professional theory acquired at the Faculty to the practical aspects of teaching in the classroom
- for student teachers to become familiar with the school environment and programs
- to observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism
- to interact with students in a variety of contexts
- for student teachers to examine their own teaching critically
- for student teachers to practice the skills of planning and implementation, communication, and management
- for student teachers to complete tasks assigned by the Faculty
- for associate teachers and the faculty to provide constructive feedback and evaluate the student teacher's professional growth

The associate teachers and the faculty are partners with student teachers in the practicum experience.

GENERAL INFORMATION

The Faculty of Education, in conjunction with the Faculty of Arts and Science, offers a Concurrent program leading to a Bachelor of Arts (Honours) degree in History, Psychology, English, Geography, Math or Computer Science and a Bachelor of Education degree, **or** a Bachelor of Science (Honours) degree in Math and a Bachelor of Education degree. The program is offered in the primary/junior and junior/intermediate divisions.

The Concurrent program is a five year program. Each year student teachers study Education courses and Arts and Science courses. By their fifth year student teachers will have accumulated 23 weeks of practice teaching.

- Student teachers may not make their own arrangements for practicum placements. All placements are made through the PRACTICE TEACHING OFFICE and take into account the agreements made between the Faculty, the particular school board and the requirements of the practicum.
- School boards require students placed in Ontario schools to complete a satisfactory Police Record Check screening prior to having direct contact with students. Students will be issued a wallet sized Identification Card through Ontario Education Services Corporation, which they must sign and make available to school officials with valid photo identification. **Students who do not have a complete Police Record Check through OESC prior to placement, will not be permitted to attend their placement and must then appeal to the Practice Teaching Committee to have their placement rescheduled.**
- Faculty members will supervise student teachers starting in third year of the concurrent program.
- Student teachers are required to complete 23 weeks of practice teaching during the five year program.

Student teachers may not be left on their own during the absence of the associate teacher. They may not assume unsupervised responsibility, nor may they act as supply teachers.



**Faculty of Education
Concurrent Education Program
North Bay Campus**

ASSOCIATE TEACHER BONUS

⇒ \$400.00 tuition credit towards a Nipissing Faculty of Education course for associate teachers who have accumulated 4 points:

Year Three Concurrent Practicum
3 weeks (1 week Feb / 2 weeks May)
1 point

Year Four Concurrent Practicum
3 weeks (1 week Oct / 2 weeks May)
1 point

Year Five Concurrent Practicum	
Winter Term (January/February) 7 weeks	*Winter Term (March/April) 6 weeks
2 points	2 points

* An associate teacher may have a student for only three weeks during this term. In these cases, the associate teacher will receive 1 point toward a tuition credit.

- ⇒ Sessions need not be consecutive and may be spread over several years
- ⇒ Tuition credits may be redeemed for on-site courses and private study/distance education courses
- ⇒ Tuition credits can be accumulated (non-transferable)
- ⇒ Courses include:
 - Additional Basic Qualifications (ABQ)
 - Additional Qualifications (AQ)
 - Master of Education (Med)
 - Principal's Qualifications Program (PQP)
 - Private Study/Distance Education
- ⇒ Associate teachers will continue to receive an honorarium after each practicum block (\$35.00 per week)

Questions can be directed to the Practice Teaching Office by telephone (705)474-3461 ext.4224 or by email at conedrpt@nipissingu.ca.

ROLE OF THE STUDENT TEACHER

The student teacher enters the school as an associate member of the teaching profession and should accept the responsibilities assigned by the school principal and the associate teacher. During the practicum experience, the student teacher is observing children, studying the role of the teacher, practicing teaching skills and reflecting on this experience.

Attendance

The student teacher is expected to report to the school office at least 30 minutes before official school opening on the first day of each practice teaching block. On subsequent days of practice teaching, they are expected to report to their assigned classroom at least 30 minutes before the bell rings. The student teacher must remain in the school at least 15 minutes at the end of the day.

Absence During Practice Teaching

If a student teacher is absent for any reason during the practice teaching block, they are required to notify their associate teacher and the school office before school begins for the day. The student teacher is also required to notify the Practice Teaching Office of their absences on the day that they are away from the school. A message is to be left on the voice mail system (705) 474-3461 ext 4224. Missed time (illness or other) may be required to be made up at the discretion of the Dean. If a student teacher misses three days or more due to illness, a medical certificate is to be submitted to the Practice Teaching Office upon return to the Faculty.

Observations

It is important to observe the many components of the program, as established by the associate teacher, particularly in a classroom where there is extensive individual programming, the use of learning centers and/or co-operative learning. Observation notes might include specific details about instructional strategies, program and student organization, differentiation, resources, classroom management, evaluation and responsibilities of the teacher. Observation may also be used as a part of the assessment process.

Reflection

Reflections on the practice teaching experiences should provide the student teacher with opportunities on a daily basis to evaluate, in writing, the students' learning, the student teacher's own effectiveness, and the next steps in the learning process.

Reflecting on the student teacher's own effectiveness should assist them in their professional growth because it allows them to identify their strengths and areas for improvement. As well, it provides the student teacher with a forum to assess suggestions for continued growth made by their associate teacher.

Conducting Classroom Routines

Conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides the teacher candidate with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these routines, but the routines, including the purpose, should be recorded in your observation notes.

Non-Instructional Activities

The student teacher is expected to assume the role of a teacher. Therefore, non-instructional time should be spent observing the work of the associate teacher and the activities of the learners, assisting the associate teacher in routine duties and providing individual help for students. As well, the student teacher should become familiar with the classroom resources and organization.

The student teacher is expected to participate in Professional Development Days where appropriate. As well, the student teacher is expected to assist in the duty schedule established in the school.

Practice Teaching Placement Dates

Practice Teaching dates cannot be changed. As part of the Observation & Practice Teaching course, these dates are carefully determined in consultation with:

- the Registrar's Office. Practicum cannot be scheduled until after the Arts and Science exam period;
- the Faculty of Arts and Science class schedule and Faculty of Education class schedule;
- the Consecutive students' practicum dates.

These designated dates for both our Concurrent and Consecutive programs have been provided to all school boards when requesting associate teachers. If one student teacher requests a change in placement dates due to employment or other reasons, exceptions for that student must be offered to all other students interested in changing their dates. This would be impossible to administer.

Changing placement dates not only affects the Practice Teaching Office but the following as well:

- relationships with schools and school boards throughout Ontario;
- faculty advisors who are scheduled to supervise Concurrent candidates during the May practicum;
- potential scheduling conflicts with the Registrar's Office and/or the Faculty of Arts & Science;
- all Concurrent candidates.

Please keep in mind that school boards themselves are dealing with several Universities offering Concurrent and Consecutive programs, whose placement dates are scattered throughout the year. It is necessary for the school boards to be able to keep track of student teachers within their schools and to do this the practicum dates must be consistent for all teacher candidates from individual universities. In order to ensure that placements run smoothly, that our good standing with schools and school boards is not jeopardized, candidates are asked to respect the scheduling of practicum.

Criminal Reference Check

Student teachers in the Concurrent program are required to have a valid criminal reference card from Ontario Education Services Corporation (OESC), before attending placement. Only criminal references through the Ontario Education Services Corporation are recognized by school boards in Ontario.

The Ontario Education Services Corporation application forms are provided to all students. **Students who do not have a valid OESC card will not be permitted to attend their scheduled placement.** Candidates will have to appeal to the Concurrent Practice Teaching Committee to request that the placement be rescheduled once they have a valid OESC card. Rescheduling is not guaranteed.

ROLE OF THE ASSOCIATE TEACHER

Associate teachers should provide student teachers with a model of excellence in teaching and professionalism. The associate teacher will guide student teachers and provide feedback. The associate teacher will evaluate the student teacher's success during the practicum using the evaluation form provided by the Faculty.

Mentoring, Supervision and Evaluation

Associate teachers must supervise as well as guide and mentor. Associate teachers will evaluate their student teacher's professional growth by observing their interaction within the classroom.

The associate teacher will discuss the student teacher's work in the classroom on a daily basis in order to provide feedback and suggestions for improvement. They will also assist their student teacher in developing criteria for self-evaluation. Daily feedback on classroom management, professional growth and other aspects of teaching should be part of the formative evaluation for the student (where applicable). At the end of the practice teaching block the associate teacher is required to complete the practice teaching report, outlining strengths and areas for growth.

The associate teacher or student teacher is encouraged to notify the practice teaching office any time during the practicum placement if a student is experiencing difficulty:

Sandra Minor, Practice Teaching Placement Coordinator
Monday to Thursday 9am-3pm, Friday 9am-1pm
(705) 474-3461 ext 4224 sandrami@nipissingu.ca

ROLE OF THE FACULTY IN PRACTICE TEACHING

Faculty advisors play a role in the Concurrent Education programming beginning in the **third year** of the program. The role of the faculty advisors is to supervise student teachers and to provide support for associate teachers. This is accomplished by:

1. contacting student teachers before their teaching blocks;
2. consulting with associate teachers;
3. examining plans, observation notes and reflections normally prior to the lesson;
4. observing teaching and providing feedback;
5. completing evaluation reports during the school year for student teachers;
6. providing additional debriefing following the practice teaching session.

Faculty will make individual arrangements when they will be visiting student teachers. Although notification will normally be provided prior to these visits, faculty members have the right to visit student teachers at any time. Faculty advisors will be visiting students during the following time period:

February 16-26, 2010

PROFESSIONALISM

All student teachers are expected to follow the Ontario College of Teachers' Foundations of Professional Practice as well as the OTF Code of Ethics. A breach of any part of these standards may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practice teaching component or from being deemed successful overall in the Concurrent Education Program.

CAUSE FOR WITHDRAWAL FROM THE PROGRAM

Any of the following may be considered cause for immediate withdrawal of a student teacher from any practice teaching assignment:

1. A charge by school personnel and/or the Dean of Education's office of physical, or sexual abuse;
2. An assessment by school personnel and/or the Dean's office that the student teacher's behaviour seriously or chronically affects the intellectual, emotional or psychological well being of students;
3. In the opinion of the Dean of Education's office, the associate teacher and/or school principal, evidence that continuation of the placement could have a detrimental effect on the school's program, the students or the staff.

Make-up teaching assignments may be refused, and the student teacher's right to continue in the Concurrent program may be revoked, depending on the seriousness of the concern.

CONCURRENT EDUCATION COURSES

Below are the education courses assigned to each year of the Concurrent BA/BEd program. In addition to Education courses, all students take Arts and Science course.

YEAR	Primary/Junior	Junior/Intermediate
1	Observation & Practice Teaching EDUC 1123 Education and Schooling EDUC 4102	Observation & Practice Teaching EDUC 1023 Education & Schooling EDUC 4202
2	Observation & Practice Teaching EDUC 2123 Curriculum Methods EDUC 4434 Language Arts EDUC 4112	Observation & Practice Teaching EDUC 2013 Curriculum Methods EDUC 4474 Language Arts EDUC 4116
3	Observation & Practice Teaching EDUC 3123 Educational Psychology & Special Education EDUC 4203 Language Arts EDUC 4113	Observation & Practice Teaching EDUC 3013 Educational Psychology & Special Education EDUC 4203 Language Arts EDUC 4117
4	Observation & Practice Teaching EDUC 4123 Curriculum Methods EDUC 4444	Observations & Practice Teaching EDUC 4013 Curriculum Methods EDUC 4484
5	Observation & Practice Teaching EDUC 4133 Visual Arts EDUC 4244 Music Education EDUC4254 Health and Physical Education EDUC 4264 Mathematics Education EDUC 4274 Science Education EDUC4284 Social Studies EDUC 4294	Observation & Practice Teaching EDUC 4023 Visual Arts EDUC 4308 Music Education EDUC 4314 Health and Physical Education EDUC 4324 Mathematics Education EDUC 4334 Science Education EDUC 4344 Social Studies EDUC 4354 History 4456, English 4406, Geography 4446, Math 4466, Computer Science 4416 (Intermediate Elective Courses)

YEAR FIVE CONCURRENT EDUCATION TEACHING SCHEDULE

A unique aspect of the Nipissing University Concurrent Program is the intensive Year 5 Practice Teaching placement of 13 weeks, which are divided into four placement blocks. This provides an opportunity for student teachers to become fully immersed in the culture of a school. Some students may use part of this time to engage in alternative placements such as International Education, Outdoor Education, Native Education, Service Learning, or Special Education.

As part of a 2009/2010 research project, year 5 students have been given the opportunity to participate in a four week Service Learning Placement. This will take place in the first four weeks of the 13 week practicum. These students will thereby have a total of 9 weeks in the classroom.

During the nine or thirteen weeks of placement, student teachers will receive a minimum of one formal written evaluation from Faculty Advisors while students will receive a total of four Associate Teacher evaluations during their practicum.

Students may choose to be supported by Blackboard (an interactive discussion board used to support distance education courses) contact among themselves and with a Faculty contact during this placement time. As well, students may be in contact with Faculty Advisors during this time via email at their discretion.

Year 5 students will be offered two one hour classes to review lesson planning and to be introduced to the formats for Condensed Lesson Planning and Daybook Planning . Year 5 students may use Daybook planning formats in week four for those having 9 weeks of placement or in week five for students participating 13 weeks of placement. However, this can change if **directed by their Faculty Advisor and/ or Associate Teacher.**

There are two Practice Teaching Schedules. The first outlines the schedule for students completing the full 13 weeks in a classroom setting, while the second outlines the schedule for those completing 9 weeks of practicum and 4 weeks of a Service Learning placement.

**STUDENT TEACHER'S SCHEDULE
Block 9: January 11 to February 5, 2010**

	Monday	Tuesday	Wednesday	Thursday	Friday
January	11	12	13	14	15
	Observation	1 to 2 lessons	1 to 2 lessons	Up to 50%	Up to 50%
	Classroom Orientation: - Student is assigned to an associate teacher and assists when requested with regular classroom duties. - No written practice teaching report by the associate teacher for this week				
	18	19	20	21	22
	50% Observation 50% Instructional Responsibilities - Full lesson planning and implementation				
	25	26	27	28	29
	50% Observation 50% Instructional Responsibilities - Full lesson planning and implementation.				
February	1	2	3	4	5
	50% Observation 50% Instructional Responsibilities - Full lesson planning and implementation. Rated practice teaching report written by the associate teacher for period of Jan. 11 to Feb. 5 to be submitted February 8 by email or fax.				

Block 10-February 8 to February 26, 2010

February	8	9	10	11	12
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	15	16	17	18	19
	Family Day	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation			
	22	23	24	25	26
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period February 8-26 to be submitted March 1 by email or fax.				

Block 11-March 1 to March 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
March	1 Observation	2	3	4	5
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	8	9	10	11	12
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	15	16	17	18	19
STUDY WEEK – NO CLASSES					
	22	23	24	25	26
Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period March 1-12 and March 22-26 to be submitted March 29 by email or fax.					

Block 12-March 29 to April 16, 2010

April	29	30	31	1	2
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	5 EASTER MONDAY	6	7	8	9
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	12	13	14	15	16
Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period March 29 to April 16 to be submitted April 19 by email or fax.					

STUDENT TEACHER'S SCHEDULE: Service Learning January 11-February 5, 2010
Block 10: February 8 to February 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
	8	9	10	11	12
	Observation	1 to 2 lessons	1 to 2 lessons	Up to 50%	Up to 50%
	Classroom Orientation:				
	<ul style="list-style-type: none"> - Student is assigned to an associate teacher and assists when requested with regular classroom duties. - No written practice teaching report by the associate teacher for this week 				
	15	16	17	18	19
	FAMILY DAY	50% Observation 50% Instructional Responsibilities Full lesson planning and implementation			
	22	23	24	25	26
	50% Observation 50% Instructional Responsibilities -Full lesson planning and implementation				
	Rated practice teaching report written by the associate teacher for period of Feb. 8 to Feb. 26 to be submitted March 1 by email or fax.				

Block 11-March 1 to March 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4	5
	Observation	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation			
	8	9	10	11	12
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	15	16	17	18	19
	STUDY WEEK – NO CLASSES				
	22	23	24	25	26
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	Rated practice teaching report written by the associate teacher for March 1-12 and March 22-26 to be submitted March 29 by email or fax.				

March

Block 12-March 29 to April 16, 2010

April	29	30	31	1	2
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				GOOD FRIDAY
	5	6	7	8	9
EASTER MONDAY		Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation			
12	13	14	15	16	
Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period March 29 to April 16 to be submitted April 19 by email or fax.					

Descriptor Definitions: Block Nine and Ten Practice Teaching Report

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
1. Commitment to Pupils and Pupil Learning				
Shows care and commitment to pupils and to teaching	– Consistently values the individuality of learners and always works towards providing meaningful and relevant learning experiences in order to promote and enhance students’ learning.	– Usually values the individuality of learners and frequently works towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.	– Occasionally values the individuality of learners and sometimes works towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.	– Rarely values the individuality of learners and does not work towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.
Treats pupils equitably and with respect	– Extensive understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Considerable understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Some understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Limited understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.
Creates opportunities for problem-solving, decision-making, and critical thinking	– Provides sophisticated challenges and conceptual frameworks that successfully encourage students to engage in divergent thinking.	– Provides challenges and conceptual frameworks that often encourage students to engage in divergent thinking.	– Provides some challenges and conceptual frameworks that sporadically encourage students to engage in divergent thinking.	– Rarely provides challenges and conceptual frameworks that encourage students to engage in divergent thinking.
Makes adjustments to meet student needs (Identified, ELD, ESL, ...)	– Independently provides modifications, accommodations and alternative expectations based on student strengths and needs.	– With minimal guidance provides modifications, accommodations and alternative expectations based on student strengths and needs.	– With some assistance provides modifications, accommodations and alternative expectations based on student strengths and needs.	– Even with assistance rarely provides modifications, accommodations and alternative expectations based on student strengths and needs.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
2. Leadership and Community				
Collaborates with others to create a learning community	– Engages with ease in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Engages in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Engages with assistance in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Does not engage in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)	– Diligently assumes his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.	– Competently assumes his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.	– Requires some direction to assume his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.	– Has difficulty assuming his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.
3. Ongoing Professional Learning				
Demonstrates commitment to professional growth	– Consistently takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	– Frequently takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	– Occasionally takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	– Rarely takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.
Engages in reflection	– Completes reflections with thorough and thoughtful analysis in all required areas.	– Completes reflections capably and with some analysis in all required areas.	– Completes reflections with little detail or analysis in all required areas.	– Does not complete reflections in all required areas.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
4. Professional Knowledge (Planning, Implementing and Assessing)				
A) Planning:				
Identifies lesson expectations	– Describes what the students will know and be able to do by selecting appropriate expectations and refining them where necessary.	– Describes what the students will know and be able to do by selecting appropriate expectations and making some refinements where necessary.	– Describes what the students will know and be able to do by selecting appropriate expectations but seldom makes necessary refinements.	– Does not describe what the students will know and be able to do because selected expectations are not appropriate to the lesson.
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations	– Assesses independently and in-depth learners’ prior learning experiences and needs.	– Assesses learners’ prior learning experiences and needs.	– Needs assistance to assess learners’ prior learning experiences and needs.	– Does not assess learners’ prior learning experiences and needs.
Plans for the learning environment and resources	– Expertly sets up classroom environment and selects appropriate resources.	– Sets up classroom environment and selects appropriate resources.	– Limited consideration given to the set up of the classroom environment and the selection of resources.	– No consideration of the set up of the classroom environment and the selection of resources.
Outlines and understands curriculum content and its underlying concepts facts and skills	– Content is extensively detailed and concepts, facts and skills are logically sequenced.	– Content is detailed and concepts, facts and skills logically sequenced.	– Content lacks detail with little consideration given to the sequencing of concepts, facts and skills.	– Content is sparse and as a result no consideration is given to the sequencing of concepts, facts and skills.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Consolidates and provides an application that solidifies the learning	– Where appropriate consolidation of learning insightfully clarifies student understanding of the content; students engage with understanding in application task with ease.	– Where appropriate consolidation of learning clarifies student understanding of the content; students engage with understanding in application task.	– Where appropriate consolidation of learning clarifies student understanding of the content in a limited manner; students engage with understanding in application task with some difficulty.	– Fails to use consolidation of learning to clarify student understanding of the content; students have difficulty engaging in application task.
Uses assessment strategies/recording devices	– Effectively employs a variety of assessment strategies to improve student learning; Confidently uses appropriate recording devices to monitor and track student learning.	– Employs a variety of assessment strategies to improve student learning; Uses appropriate recording devices to monitor and track student learning.	– Employs a limited number of assessment strategies to improve student learning; Hesitantly uses recording devices to monitor and track student learning.	– Assessment strategies rarely used to improve student learning; Does not use a recording devices to monitor and track student learning.
Aware of pacing and timing and the need to be flexible	– Confidently paces and times the lesson to match learners’ needs; Keep consistency.	– Paces and times the lesson to match learners’ needs; Demonstrates flexibility.	– Sometimes paces and times the lesson to match learners’ needs; Occasionally demonstrates flexibility.	– Not aware of the need or necessity to pace and time the lesson to match learners’ needs; Lacks demonstration of flexibility.
5. Management and Communication Practices				
Models communication practices (voice, spoken/written language, ...)	– Uses superior communication practices to enhance the delivery of the lesson.	– Uses communication practices to enhance the delivery of the lesson.	– Uses satisfactory communication practices to enhance the delivery of the lesson.	– Uses unsatisfactory communication practices.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Plans and develops teaching/learning strategies	– Includes an introduction that highly motivates learners; teaching/learning strategies are varied and clearly support the development of the content.	– Includes an introduction that motivates learners; teaching/learning strategies are varied and support the development of the content.	– Includes an introduction; limited variation in teaching/learning strategies with little support for the development of the content.	– No consideration given to an introduction; teaching/learning strategies fail to support the development of the content.
Plans a consolidation and application task(s)	– Creates a succinct consolidation that reviews the content developed in the lesson; selects an application task which allows students to apply the content with ease.	– Creates a consolidation that reviews the content developed in the lesson; selects an application task which allows students to apply the content.	– Creates a consolidation with limited review of the content developed in the lesson; selects an application task which allows students to apply the content in a limited manner.	– No evidence of consideration of a consolidation that reviews the content developed in the lesson; selects an application task which is irrelevant to the content.
Matches assessment with expectations	– Relates assessment directly back to the expectation(s) with mastery.	– Relates assessment directly back to the expectation(s).	– With assistance relates assessment directly back to the expectation(s).	– No relationship between assessment and the expectation(s).
B) Implementing and Assessing:				
Engages the students through an introductory activity	– Highly motivates students through an introductory activity.	– Motivates students through an introductory activity.	– Some motivation of students through an introductory activity.	– Does not motivate students through an introductory activity.
Uses instructional strategies which facilitate learning	– Teaching/learning strategies stimulate a high degree of active student involvement.	– Teaching/learning strategies stimulate student involvement.	– Teaching/learning strategies sporadically stimulate involvement.	– Teaching/learning strategies rarely stimulate student involvement.
Uses technologies and resources	– Where appropriate integrates technology seamlessly; strategic use of resources.	– Where appropriate integrates technology; effective use of resources.	– Minimal integration of technology; needs assistance with use of resources.	– No integration of technology; inappropriate use of resources.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Uses questioning techniques (Bloom's, probes, prompts, wait time, ...)	– Expertly engages students through the use of a variety of questioning techniques to encourage a range of thinking levels.	– Engages students through the use of questioning techniques to encourage a range of thinking.	– Sometimes engages students through the use of a variety of questioning techniques to encourage a range of thinking levels.	– Rarely engages students through the use of questioning to encourage a range of thinking levels.
Promotes a positive and collaborative learning environment	– Consistently promotes a risk-free learning environment which encourages a high level of pupil participation and responsibility (student /teacher and student/student).	– Promotes a risk-free learning environment which encourages pupil participation and responsibility (student /teacher and student/student).	– Sometimes promotes a risk-free learning environment which encourages pupil participation and responsibility (student /teacher and student/student).	– Rarely promotes a risk-free learning environment which encourages pupil participation and responsibility (student /teacher and student/student).
Uses management strategies (rules/ routines, awareness of off-task behaviours, proximity, pro-active strategies, ...)	– Demonstrates an excellent understanding of classroom management strategies and consistently applies these strategies and the school's expectations for student conduct to ensure on task behaviour in school-related settings.	– Demonstrates an understanding of classroom management strategies and applies these strategies and the school's expectations for student conduct to ensure on task behaviour in school-related settings.	– Demonstrates some understanding of classroom management strategies and irregularly applies these strategies and the school's expectations for student conduct to ensure on task behaviour in school-related settings.	– Does not demonstrate an understanding of classroom management strategies and does not apply these strategies and the school's expectations for student conduct to ensure on task behaviour in school-related settings.
Reinforces positive behaviour	– Persistently recognizes and reinforces appropriate behaviours.	– Frequently recognizes and reinforces appropriate behaviours.	– Occasionally recognizes and reinforces appropriate behaviours.	– Rarely recognizes and reinforces appropriate behaviours.