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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. Starting in the 2010-2011 academic year, 4 weeks of the Year 5 practicum will mandate a Service Learning placement.

- 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 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. Year four students will only receive practice teaching reports from their associate teacher(s).
- Student teachers are required to complete 23 weeks of practice teaching (4 weeks of Service Learning) 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.**

# **PRACTICE TEACHING IN CATHOLIC SCHOOL BOARDS**

Candidates intending to teach in Catholic school boards should be aware that preference in hiring may be given to candidates with a pre-service Religious Education course and candidates having completed their practicum placements in a Catholic school board.

Students interested in practice teaching and/or becoming employed with a Catholic school board, should verify with the board whether or not they need to complete the pre-service Religious Education option course – EDUC 1526: Religious Education in the Roman Catholic Schools. Some school boards require this course in order to accept student teachers for eventual employment.

Further information regarding registration for this option course and other option courses will be provided to Concurrent Education students when entering year three of the Concurrent Education program. All option courses, including EDUC 1526- Religious Education in the Roman Catholic Schools, are open to Concurrent Education students in year three and year four of the program

## **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 their 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.

### **Practice Teaching Binder**

All written observations, instructional plans and reflections for the current practice teaching session must be kept in reverse chronological order in the Practice Teaching Binder. This completed binder is to be at school each day throughout the practice teaching session. All lesson plans for the day are to be completed prior to school opening and available for examination by the associate teacher and visiting faculty advisor.

## **Observations**

Observation notes must be maintained as outlined in the Observation Learning Log in order to assist with the planning process. 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.

## **Reflections**

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 student teacher 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 the student teacher's 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 student teachers' 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 student teachers.

Please keep in mind that school boards themselves are dealing with several Universities offering Concurrent and Consecutive Education 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.** Student teachers must appeal to the Practice Teaching Committee to request that a placement be rescheduled. 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**

Phone: (705) 474-3461 ext 4224      Fax: (705)-495-1303

[sandrami@nipissingu.ca](mailto:sandrami@nipissingu.ca)

## **ROLE OF THE FACULTY IN PRACTICE TEACHING**

Faculty advisors play a role in the Concurrent Education program 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:

**May 11-14, 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 of Education'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.

## YEAR THREE PRACTICE TEACHING SCHEDULE

### Block Five- February 16 to February 19, 2010

A year three student increases their level of involvement in lesson planning and teaching within the classroom setting. While the student is to develop the lesson plans on their own, the associate teacher is to look over lesson plans before the student teacher implements the lesson. During this first week of practice teaching in February, the student teacher is to teach one lesson by the third day in the classroom, and one to two on the fourth day. On the final day of practicum, the associate teacher is asked to complete a report of the student teacher and return it to the Practice Teaching office.

Mon. Feb 15	Tues. Feb 16	Wed. Feb 17	Thurs. Feb 18	Fri. Feb 19
Family Day	Observation	Observation	Teach one lesson	Teach one or two lessons (AT completes report)

### Block Six- May 3 to May 15, 2009

During the second and third week of practice teaching, the student teacher is to teach up to 50% of the day by the fourth day of the first week. The student teacher is to teach 50% of the lessons during the second week with the ability to offer to teach 75% on the final day of practicum. On the final day of practicum, the associate teacher is asked to complete a report of the student teacher and return it to the Practice Teaching office.

**Note:** Please be aware that a Faculty Advisor will be visiting the student teacher during Block Six.

Mon. May 3	Tues. May 4	Wed. May 5	Thurs. May 6	Fri. May 7
Observation	Observation	Teach one or two lessons	Teach 50% of day	Teach 50% of day
Mon. May 10	Tues. May 11	Wed. May 12	Thurs. May 13	Fri. May 14
Teach 50% of day	Teach 50% of day	Teach 50% of day	Teach 50% of day	Student may teach up to 75% of day  (AT completes report and sends to PT office by <b>May 21, 2010</b> )

**NOTE:** Please return the May placement report by May 21, 2010, as final student marks are based on the receipt of this report. Reports may be sent by mail, fax or email.

[For an electronic version of the report, please visit the website  
www.nipissingu.ca/education/AssociateTeachers.asp](http://www.nipissingu.ca/education/AssociateTeachers.asp) or contact [conedrpt@nipssingu.ca](mailto:conedrpt@nipssingu.ca)



# NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICE TEACHING REPORT

## North Bay Campus, Concurrent Education- Year 3, Block Five

**SAMPLE**

Student Name \_\_\_\_\_ Dates: from: February 16, 2010 to: February 19, 2010

Board	School/Location	Associate Teacher	Grade
Student teachers will use this report to assist them in the development of a growth plan for subsequent practicum settings.			

<b>Commitment to Pupils and Pupil Learning</b>	YES	NI*
Shows care and commitment to pupils and to teaching		
Treats pupils equitably and with respect		
Creates opportunities for problem-solving, decision making and critical thinking		
Makes adjustments to meet student needs (i.e. Identified, ELD, ESL, ...)		

<b>Leadership &amp; Community</b>	YES	NI
Collaborates with others to create a learning community		
Assumes professional responsibility (i.e. the planning binder, duties, meetings, punctuality, initiative...)		

<b>Ongoing Professional Learning</b>	YES	NI
Accepts Constructive Feedback		
Engages in reflection		
Shows initiative in seeking professional guidance for self improvement		

<b>Professional Knowledge (planning, implementing and assessing)</b>	YES	NI
<b>A) Planning:</b>		
Identifies lesson expectations		
Plans for the learning environment and resources		
Outlines and understands curriculum content and its underlying concepts, facts and skills		
Plans and develops teaching/learning strategies		
<b>B) Implementing and Assessing:</b>		
Engages the students through an introductory activity		
Uses instructional strategies which facilitate learning		
Uses technologies and resources		
Consolidates and provides an application that solidifies the learning		
Aware of pacing and timing and the need to be flexible		

<b>Management and Communication Practices</b>	YES	NI
Models communication practices (i.e. voice, spoken/written language, ...)		
Uses questioning techniques (i.e. Bloom's, probes, prompts, wait time...)		
Promotes a positive and collaborative learning environment		
Uses management strategies (i.e. rules/routines, awareness of off-task behaviours, proximity, proactive strategies, ...)		
Reinforces positive behaviour		

\* **NI:** Needs Improvement

Student Name: \_\_\_\_\_

**OVERALL COMMENTS:**

\_\_\_\_\_

Dates student was absent

**ASSOCIATE  
TEACHER**

**FACULTY**

\_\_\_\_\_

**SIGNATURE**



# NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICE TEACHING REPORT

North Bay Campus, Concurrent Education- Year 3, Block Six

**SAMPLE**

Name \_\_\_\_\_ Date: from: May 3, 2010 to: May 14, 2010

Board \_\_\_\_\_ School/Location \_\_\_\_\_ Associate Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**OVERALL RATING: Level of Development** **Weeks**    **1**    **2**

**EXEMPLARY**  
 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.

provide a rating (X) for each week

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EXEMPLARY

**PROFICIENT**  
 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.

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PROFICIENT

**ADEQUATE**  
 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.

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ADEQUATE

**DOES NOT MEET EXPECTATIONS**  
 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.

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DOES NOT MEET EXPECTATIONS

**OVERALL COMMENTS:**

  
  
  
  
  
  
  
  
  
  

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
<b>1. Commitment to Pupils and Pupil Learning</b>						
Shows care and commitment to pupils and to teaching						
Treats pupils equitably and with respect						
Creates opportunities for problem-solving, decision making and critical thinking						
Makes adjustments to meet student needs (Identified, ELD, ESL, ...)						
<b>2. Leadership &amp; Community</b>						
Collaborates with others to create a learning community						
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)						

ASSOCIATE TEACHER     
  FACULTY

Dates student was absent \_\_\_\_\_

SIGNATURE \_\_\_\_\_

**Student Name:**

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
<b>3. Ongoing Professional Learning</b>						
Demonstrates commitment to professional growth						
Engages in reflection						
<b>4. Professional Knowledge (planning, implementing and assessing)</b>						
<b>A) Planning:</b>						
Identifies lesson expectations						
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations						
Plans for the learning environment and resources						
Outlines and understands curriculum content and its underlying concepts, facts and skills						
Plans and develops teaching/learning strategies						
Plans a consolidation and application task(s)						
Matches assessment with expectations						
<b>B) Implementing and Assessing:</b>						
Engages the students through an introductory activity						
Uses instructional strategies which facilitate learning						
Uses technologies and resources						
Consolidates and provides an application that solidifies the learning						
Uses assessment strategies/recording devices						
Aware of pacing and timing and the need to be flexible						
<b>5. Management and Communication Practices</b>						
Models communication practices (voice, spoken/written language, ...)						
Uses questioning techniques (Bloom's, probes, prompts, wait time...)						
Promotes a positive and collaborative learning environment						
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies, ...)						
Reinforces positive behaviour						

## Descriptor Definitions: Block Six Practice Teaching Report

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
<b>1. Commitment to Pupils and Pupil Learning</b>				
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
<b>2. Leadership and Community</b>				
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.
<b>3. Ongoing Professional Learning</b>				
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
<b>4. Professional Knowledge (Planning, Implementing and Assessing)</b>				
<b>A) Planning:</b>				
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.

<b>Key Elements</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Does Not Meet Expectations</b>
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>B) Implementing and Assessing:</b>				
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, and needs assistance with use of resources.	– No integration of technology, and inappropriate use of resources.

<b>Key Elements</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Does Not Meet Expectations</b>
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.
<b>5. Management and Communication Practices</b>				
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.

<b>Key Elements</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Does Not Meet Expectations</b>
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.