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| **UNBC**  **School of Education**  **EDUC 491**  **CT/PM Observation Form** | Teacher Candidate: Abisola Bankole Date: Feb. 3rd to March 12th, 2020  School: Pinewood Elementary Time: n/a  Coaching Teacher: Lana Rudolph  Grade: Kindergarten/Grade 1 Subject/Lesson: Assessment practices  Practicum Mentor: Lana Rudolph |
| Criteria Guidelines:  *This list of topics is suggested only:*  **Professional Qualities**   * Communication Skills * Work Ethic/Initiative * Attitude/Commitment * Interpersonal Skills * Humour * Energy/Appearance * Professional Ethics * Reflectivity/Self-Evaluation * Collegiality/Teamwork * Parent Communication   **Planning/Preparation**   * Curriculum expectations * Competency expectations * Content Knowledge * Overviews/Unit Plans * Advance Preparation * Lesson Plans * Principles of Learning * Organization * Time Management * Differentiated Instruction * Assessment (Formative and Summative) * Includes Indigenous perspectives   **Relationship Building**   * Classroom Community * Relationship with Students * Teaching Presence * Gaining and Keeping Focus on learning * Student Engagement and Motivation * Transitions/Directions/   Routines  **Learning Activities**  **Instruction and Assessment**   * Learning Intentions * Co-developed or teacher developed Criteria * Lesson Introduction * Development/Flow/   Progression of Learning  Closure   * Resources/Hands-on Activities * Instructional Strategies * Instructional Strategies that focus on truth, reconciliation and healing * Supervision/Safety * Questioning * Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation * Communicating Student * Learning | **Standard Three – Educators understand and apply knowledge of student growth and development**  **Assesses individual and group performance in order to design instruction that meets individual learners’ needs and interests**   * Uses writing assessment rubrics and daily work to determine level of students’ writing * Participates in collaborative discussions concerning student performance and assessments in order to inform teaching * Regularly assesses students in all subject areas in order to inform planning and teaching direction * understands and plans for those students who need extra support and for those students who need more challenge   **Standard Five – Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development**  **A cycle of instruction informed by assessment is established**   * Regularly collects assessment data across subject areas to inform and direct teaching needs in order to proceed * Uses assessment data to ascertain if re-teaching is needed * Works individually with students who need additional support to build success and plans challenge activities for students who need stretches * Teach-model-practice-assess-reteach-practice-assess   **Formative and/or summative evaluation uses a number of assessments**   * Uses a variety of data collection forms (including check lists, anecdotal, rubrics) to track and maintain assessment data across subject areas * Conferences with Coaching Teacher regarding assessment needs and trends, as well as future considerations   **System for scoring and recording data is fully effective and up to date**   * Regularly assesses progress across subject areas * Refers to assessment data to inform future teaching objectives * Uses anecdotal notes, checklists, and rubrics   **Administration and parents receive data from multiple sources**   * Continues weekly Classroom News (newsletter for parents which outlines parent information, classroom daily activities, and upcoming events) * Continues weekly Learning Journal, which focusses on a concept or idea taught during the week and demonstrates student reflection or ability regarding that concept/idea * Continues with daily planner message with information for families * With Coaching Teacher support, completed February Communication of Student Learning which reported on Language Arts (writing) and Physical Education. The CSL documents included a report, a writing sample, and a writing rubric. This process required completion of assessment rubrics, completion of reporting template, submission of CSL reports to administration for signature, making copies for files, ensuring sending of reports home to families (on March 4th), and follow up with families who wished meetings * Participated in and contributed to Parent/Teacher conferences at the beginning of practicum   **Assessment and evaluation data is shared weekly with the Coaching Teacher**   * Daily conversations regarding assessment and evaluations collected as well as future plans for the following week * Frequent conversations about student progress, best ways to assess lessons, and how to best use assessment and evaluation information to improve teaching and learning |
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