



# Manitoulin-North Shore Aboriginal Teacher Education Program (MNS ATEP) Summative Practicum Assessment



This rating scale is intended to assist Teacher Candidates and Associate Teachers in making judgments about demonstrated levels of teaching proficiency. Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his two-year ATE Program and placement schedule.

If a Teacher Candidate receives **any rating of "Does Not Meet Expectations," the Associate Teacher must contact the Faculty Liaison immediately.** A mandatory review will then be facilitated by the ATEP Office and may lead to the decision to complete a Candidate in Difficulty form. The Faculty Liaison, the ATEP Director-Coordinator, the Associate Teacher and the Candidate will negotiate appropriate next steps. Where a Candidate in Difficulty form is filled out, the recommendations for improvement must be met by the date negotiated (normally 5 school days after receipt of the form). If there are **any** concerns regarding the candidate's progress at any time during the practicum, the Teacher Candidate or Associate Teacher should contact the Faculty Liaison immediately.

~~ Please note that items shaded in grey below are normally not assessed during the 1<sup>st</sup> practicum ~~

<b>Candidate Name</b>	<b>School</b>	
<b>Associate Teacher</b>	<b>Grade/Subject</b>	<b>Days Absent</b>
<b>Date (start)</b>	<b>Date (end)</b>	
<b>Practicum Block</b>	<b>1<sup>st</sup> Practicum</b>	<b>2<sup>nd</sup> Practicum</b>
	<b>3<sup>rd</sup> Practicum</b>	<b>Other (specify)</b>

*(Please check appropriate box)*

Elements of Practice	No Opportunity to Demonstrate	Exceeds Expectations	Meet Expectations	Progressing Toward Expectations	Does Not Meet Expectations
<b>I – Professionalism</b>					
<b>1. Initiative, dependability &amp; punctuality</b> Effectively assumes appropriate degree of responsibility for the classroom					
Takes initiative to contribute to students' learning in many ways					
<b>2. Discretion &amp; professional judgement</b> Uses appropriate professional judgement and discretion in relation to interactions with students					
Demonstrates sound judgement in dealing with parents, peers and colleagues					
<b>3. Response to mentorship</b> Invites and incorporates Associate Teacher feedback to improve teaching practices					
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice					
Demonstrates progress towards achieving teaching and learning goals					
<b>Comments, next steps...</b>					

Elements of Practice	No Opportunity to Demonstrate	Exceeds Expectations	Meet Expectations	Progressing Toward Expectations	Does Not Meet Expectations
<b>II – Supporting a Community of Learners</b>					
<b>1. Promoting a safe and trusting learning community</b> Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students					
<b>2. Promoting a positive Aboriginal learning community</b> Establishes and maintains positive rapport. Models respectful relations with others					
Utilizes culturally appropriate means of interaction					
Practices accountability procedures appropriate to Aboriginal learners and community					
<b>3. Promoting student independence</b> Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations					
<b>Comments, next steps...</b>					
<b>III – Planning and Preparing</b>					
<b>1. Use of curriculum documents</b> Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students					
Demonstrates sound knowledge of appropriate subject matter					
<b>2. Sequencing of steps in a lesson or unit</b> Creates developmentally appropriate lessons in a way that connects students' prior knowledge to appropriate next steps and new learning					
Plans for appropriate student involvement and follow-up activities					
<b>3. Differentiation</b> Designs learning and assessment activities that are deliberately differentiated based on students' needs					
Demonstrates understanding of use of appropriate accommodations and modifications for individual students					
<b>4. Resources</b> Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment					
Uses a range of resources to support the development of information literacy skills					
<b>5. Aboriginal content</b> Uses resources with Aboriginal content and relevancy for Aboriginal learners					
Incorporates Aboriginal education content and relates subject matter to other knowledge relevant to Aboriginal learners					
<b>Comments, next steps...</b>					

Elements of Practice	No Opportunity to Demonstrate	Exceeds Expectations	Meet Expectations	Progressing Toward Expectations	Does Not Meet Expectations
<b>IV – Lesson Presentation</b>					
<b>1. Instructional strategies</b> Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices					
<b>2. Lesson management</b> Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners					
<b>3. Awareness of classroom dynamics</b> Adapts and modifies teaching and learning activities based on student responses					
Works to engage students both in the learning and with each other					
<b>4. Appropriate and effective use of language</b> Expresses ideas, directions and options clearly					
Models a relevant standard for oral and written work					
<b>5. Engaging all the learners</b> Uses effective questioning					
Effectively uses strategies such as wait time and checking for understanding to engage all students in learning					
<b>Comments, next steps...</b>					
<b>V – Assessment</b>					
<b>1. Assessment for learning</b> Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing					
Helps students to use this information for next steps					
<b>2. Assessment as learning</b> Creates opportunities for student self-assessment to help students to identify their learning needs					
Helps students to create appropriate, short term curricular, personal or learning skill goals					
Makes judgements about achievement in fair, transparent and equitable ways					
<b>3. Assessment of learning</b> Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement					
Makes judgements about achievement in fair, transparent and equitable ways					
<b>Comments, next steps...</b>					
<b>Overall Rating: (please check one)</b>					

NOTE: If more space for comments is needed, please attach additional sheet(s).

Associate Teacher Signature:

Teacher Candidate Signature:

Date:

Date:

*(indicates receipt of assessment only)*

**Distribution:** The Teacher Candidate is responsible for obtaining signed and dated form and distributing as follows:  
*Original:* Teacher Candidate    *Copies:* Associate Teacher, ATEP Program/Administrative Assistant

**ATEP Program/Administrative Assistant**  
**Telephone: 1-800-862-6701    Fax: 613-533-6203    Email: atep@queensu.ca**