

# University of Lethbridge, Faculty of Education

## PROFESSIONAL SEMESTER Three

### Formative Assessment

<b>Intern Teacher:</b>		<b>Person Providing Feedback Name:</b>	
<b>School:</b>			
<b>Grade/Subjects Taught:</b>		<i>Teacher Mentor</i>	<i>University Mentor</i>
<b>Date:</b>		<i>Administrator</i>	

**Instructions:**

- The purpose of this form is to provide the intern teacher with **feedback** during the PSIII internship.
- The Teacher Mentor should complete this form **at least three times** during the practicum.
- The Intern Teacher retains the completed form to include in his/her PS III Report; it is **not** submitted to the Field Experience Office.
- Select the level of performance for outcomes being assessed. Please also provide some comments after each section and on the final page of the form.
- It is not necessary to assess each outcome every time the form is completed – Teacher Mentors may wish to concentrate on the **most relevant and significant** strengths and areas for growth, depending on the situation.

**1. PLANNING AND PREPARATION** (TQS #1, #2, #3, #4)

<i>Planning and Preparation</i>	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Demonstrates knowledge and skills in the subject matter of the lessons including his/her subject major. (3)			
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans. (3)			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught. (3)			
4. Takes into account students' prior learning, learning needs (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background. (1, 3, 4)			
5. Organizes content into appropriate components and sequences for instruction. (3)			
6. Plans appropriate content and activities for the time allotted. (3)			
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies, learning activities, and assessment of lesson objectives. (3)			
8. Prepares unit plan(s) in subject major (Student Learning Guides for CTS) that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan. (3)			
9. Integrates digital technology and resources into instruction in subject major and other subjects, where appropriate. (2, 3)			
10. Prepares long-term plan(s) for the subjects taught – semester plans (elementary) or course outlines (secondary). (3)			
11. Obtains and organizes equipment and materials for instruction. (3)			

**COMMENTS:**

## 2. INSTRUCTION (TQS #1, #3, #4, #5)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Communication</b>			
1. Uses clear, fluent, and grammatically correct spoken and written language. (3)			
2. Uses vocabulary appropriate to students' age, background and interests. (3)			
3. Modulates his/her voice for audibility and expression. (3)			
4. Demonstrates cultural sensitivity in communication and instruction. (1, 4, 5)			
<b>Lesson Introduction</b>			
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides overview, and relates the lesson to previous learning as appropriate. (3)			
<b>General Lesson Development</b>			
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. (3, 4)			
7. Presents content in appropriately organized sequences for instruction. (3)			
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. (3)			
9. Demonstrates subject matter competence during instruction. (3)			
10. Organizes and directs learning for individuals, small groups, and whole classes. (3, 4)			
11. Provides clear directions, instructions and explanations. (3)			
12. Directs efficient transitions between lessons and from one activity to the next. (3)			
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including student IPP goals/objectives).(3, 4)			
14. Uses a broad range of instructional strategies specific to subject major. (3, 4)			
15. Uses appropriate materials and resources for teaching. (3)			
16. When appropriate, uses resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit. (5)			
17. Demonstrates flexibility and adaptability. (1, 3)			
<b>Questioning and Discussion</b>			
18. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. (3)			
19. Provides appropriate "wait-time" after posing questions. (3)			
20. Seeks clarification and elaboration of student responses, where appropriate. (3)			
21. Leads and directs student participation in class discussion effectively and distributes questions appropriately. (3)			
<b>Focus on Student Learning</b>			
22. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. (3)			
23. Recognizes and responds appropriately to individual differences and group learning needs. (1, 3, 4)			
24. Reinforces student learning, building on previous learning, reviewing, and re-teaching. (3)			
<b>Closure</b>			
25. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications. (3)			
26. Provides homework when appropriate and explains assignments fully. (3)			
<b>COMMENTS:</b>			

### 3. CLASSROOM LEADERSHIP AND MANAGEMENT (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Classroom Leadership</b>			
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence. (1, 3, 4)			
2. Creates and maintains an effective learning environment, setting high expectations and standards for student learning, attending to student variables such as age, gender, socio-economic status and cultural/linguistic background. (1, 2)			
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.(1,3)			
4. Establishes positive relationships and a classroom climate based on mutual trust and respect. (1, 2, 4)			
<b>Classroom Management</b>			
5. Clearly defines and reinforces classroom procedures and routines. (4)			
6. Clearly communicates and reinforces expectations for appropriate student behaviour. (4)			
7. Monitors student behaviour and is aware of student behaviour at all times. (4)			
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. (4)			
<b>COMMENTS:</b>			

### 4. ASSESSMENT (TQS #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Assessment</b>			
1. Assesses student learning, formatively and summatively, using a variety of appropriate assessment techniques and instruments (e.g. observations, conversations, questioning, checking daily work performance-based and written assessments, quizzes, tests). (3)			
2. Checks frequently for understanding. (3)			
3. Provides timely and effective feedback on learning to students. (3)			
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g. employs alternative teaching strategies to re-teach where required). (3, 4)			
5. Analyzes and evaluates measurement data to assess student learning. (3)			
6. Explains to students how learning will be measured. (3)			
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively). (3)			
<b>COMMENTS:</b>			

## 5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES (TQS #1, #2, #4, #6)

	Unacceptable	Acceptable
<b>Professionalism</b>		
1. Presents a professional appearance and manner. (1, 6)		
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties). (6)		
3. Demonstrates maturity and professional judgment. (1, 6)		
4. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.(5, 6)		
5. Establishes professional relationships with the educational community and wider community (where appropriate). (1)		
<b>Professional Growth</b>		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements. (2)		
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth. (3)		
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions. (2)		
9. Develops and communicates a personal vision of teaching. (4)		
10. Reflects upon achievement of the various competences in the Teaching Quality Standard and inquiry-based goals through the completion of the Professional Learning Tool. (2)		
11. Develops and presents a professional portfolio to colleagues, including the Teacher Associate and University Consultant. (2)		
12. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation. (6)		
13. Applies the teaching competencies for interim certification appropriately. (6)		
<b>Ethical Conduct</b>		
14. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background. (4, 5, 6)		
15. Treats students with dignity and respect and is considerate of their circumstances. (4, 5, 6)		
16. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student. (6)		
17. Does not undermine the confidence of students in teachers or other student teachers. (1)		
18. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism. (1, 6)		
19. Acts in a manner that maintains the honour and dignity of the profession. (1, 6)		
20. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so. (6)		
<b>COMMENTS:</b>		

## FEEDBACK ON PROFESSIONAL GROWTH

Strengths / Professional Learning Achieved:

**Suggestions / Areas for Growth:**