Teacher Candidate Practicum Evaluation Protocol

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1. Observation Protocol *(Typically one should be completed every 10 to 12 practicum teaching days)*

    a.   **Mentor Teacher Pre-Observation Form**
    b.   **Teacher Candidate Pre-Observation Form**
    c.   **Observation Form**
    d.   **Post Observation Discussion Form**

2. Focused Feedback Form *(As needed; single issue, requested by the Teacher Candidate or Mentor Teacher. Can be requested the day of the lesson. Typically 1 to 2 every 10 to 12 practicum teaching days)*

3. Exiting Practicum Requirements for Teacher Candidates

4. Further Specification of Exiting Requirements

5. Sample Lesson Plan

6. Practicum Summary Report

    (A summary form for the end of the two practicum evaluation cycles in the program—in other words, a maximum of two over the student's participation in the program)

PLEASE NOTE: This document has been approved by the Curriculum Committee of the Faculty of Education at York University and has been received for information by the Faculty Council of the Faculty of Education. The forms and procedures here are the official forms and procedures of the Faculty of Education of York University and cannot be altered without the review and approval of the Curriculum Committee of the Faculty of Education and without the Faculty Council of the Faculty of Education being informed on any changes approved by the Curriculum Committee.

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York University

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Overview

The ***Teacher Candidate Practicum Evaluation Protocol*** is made up of two components: a) the *Exit Requirements* for Teacher Candidates involved in Practicum Placements, and b) a *set of tools* (see below) that will assist Teacher Candidates, Mentor Teachers, and Course Directors in the course of their work.

Exit Requirements

The Exit Requirements are the expectations for Teacher Candidates at different points in their school-based practicum experiences. These Exit Requirements are presented in overview form for the mid-point and the end of the school-based practicum experiences associated with their degree at York University. The Exit Requirements for the degree are further specified in detailed form for clarification.

All Mentor Teachers must complete a Practicum Summary Report for each Teacher Candidate for each of the two reporting periods. For Teacher Candidates enrolled in ED III, an Interim Practicum Summary Report is also to be completed at the end of the Fall semester as this report is required by school districts in application for employment packages.

Set of Tools

The Teacher Candidate Practicum Evaluation Protocol also contains the following tools: a) an Observation Protocol, b) a Focused Feedback Form, c) a Sample Lesson Plan template, and d) a Sample Working Plan template,

The Observation Protocol and the Focused Feedback Form are two tools that Mentor Teachers use in the documentation of Teacher Candidate experiences in the practicum. It is anticipated that they will also use anecdotal notes, samples of lesson plans and other data in the compilation of an assessment portfolio that will form the basis for the comments and evaluation contained in the Practicum Summary Report.

Typically one Observation Protocol is to be completed every 10 to 12 practicum teaching days, while Focused Feedback forms, which are single issue focused, may be completed as needed at the request of either the Teacher Candidate or the Mentor Teacher.

The Sample Lesson Plan is an example of the components one might include in a lesson and the Sample Working Plan is simply a shortened version of the Sample Lesson Plan.

OBSERVATION PROTOCOL
a) Mentor Teacher - Pre-Observation Form

(When the candidate is in the classroom on a once or twice a week basis, the Mentor Teacher Pre-Observation Form is to be completed and given to the teacher candidate a week prior to the lesson. For lessons taking place during the block, the Mentor Teacher Pre-Observation form is to be completed and given to the candidate two days prior to the lesson.)

Date: _____   MT:_____   TC:_____

1. What topic is the focus of the teacher candidate's lesson? What are the curricular expectations?

2. Are there any specific expectations you have about the lesson?

3. How should student backgrounds (e.g., culture, ethnicity, community, location) be considered when designing the lesson?

4. If you were teaching this lesson for the first time what would be your concern(s)?

5. What sources might you consult if you were teaching this lesson?

6. Knowing that there are differences in your teaching style and your TC's teaching style (e.g., approaches, materials), what advice can you give for thinking about handling these differences?

b) Teacher Candidate - Pre-Observation Form

(To be completed prior to lesson to be observed, and to be submitted, with the lesson plan, to the MT no later than the beginning of the school day on which the lesson is to be taught.)

Date: _____ MT:_____ TC:_____

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1. Why did you choose the materials/texts that you plan to use?

2. How did you think about the perspective of the students? What did you know about the students, school, community that made you plan the way you did (e.g., friendships, groupings, race, class, culture, interest)?

3. Why did you choose the instructional and organizational strategies that you did?

4. What worries you the most about the lesson and what kinds of things did you do to alleviate your worries?

5. What would you like to discuss after the lesson?

6. How did you work with the contradictions that were present in the materials/resources and advice you received about the planning of the lesson?

7. How will you assess this lesson? What strategies and devices will you use?

c) Observation Form

(To be completed by the Mentor Teacher during and/or after the observation)

Date: _____ MT:_____ TC:_____

Observed by: _____ Grade _____ Subject: _____

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1. How are the materials, classroom organization and affective climate contributing to the learning engagement of students?
 (**Key words:** *Materials--prepared, interesting, inclusive; Classroom--grouping rationale; Affective climate--respect, safe environment, rapport, social difference)*

2. Does the TC have reasonable knowledge and understanding of the curriculum content?
(**Keywords:** *Knowledgeable, Comfortable, Inclusive of social difference)*

3. How did the initiation of the learning engagement shape the knowledge to be learned?
(**Keywords:** *Prior knowledge, Hook/mental set, Complexity)*

4. How was the learning engagement sustained, closed, assessed?
(**Keywords:** *Sustaining--conceptual links, timing, transitions, management;*
Closing--monitors time, identifies issues and emerging themes; Assessing--conceptually linked,
 transparent, protocol in place)

5. Are most of the students engaged most of the time? Has the TC built on the background of students?

6. What is the nature of teacher and student talk during the learning engagement?
(**Keywords:***Teacher--audibility, clarity, articulate/expressive, types of talk, social difference;*
Student--opportunity for conversation; values student talk)

d) Post Observation Discussion Form

Date: _____MT:_____   TC:_____

(Questions 1 to 3 to be completed by the Teacher Candidate.)

1. What did you learn from the session?

2. What did the students learn? How do you know?

3. What do you think the students learned that you didn't intend?

Next Steps
(To be completed following the discussion of the observation and with reference to the other components of the observation protocol.)

Please record additional thoughts and comments on the back.

Signature   MT:_____   TC:_____

Focused Feedback

A single issue is the focus. May be requested by the Teacher Candidate or Mentor Teacher. Can be requested the day of the learning engagement. The review/observations will be exclusively on the issue or topic of concern.

Date: _____ *MT:*_____ *TC:*_____

Feedback requested by: ☐ MT   ☐ TC

Question 1 is to be completed by person requesting the focused-feedback session.

1. What is the issue / focus?Why is this topic an issue?

2. *(To be completed by TC)* Have you worked with it in different ways? (Describe)

3. *(To be completed by MT)* What guidance have you given on this issue?

Post Observation Discussion Notes

(To be completed by the MT) How was the issue or topic handled?

What are the next steps?

Pass/Fail Exiting Requirements for Teacher Candidates

End of Ed 2 *or*
End of EDPR3000 (Year 2 Fall)

End of Ed 3 *or*
End of EDPR4000 (Year 2 Winter)

A. Creating the Environment for Learning Engagements

A.1. Materials

a.1. materials are always prepared in advance

a.2. in general, materials are interesting

a.3. across evaluation cycle, materials increasingly represent social difference (e.g., race, class, gender)

a.4. across evaluation cycle materials increasingly allow for students of different abilities and language backgrounds to participate in the task(s) / activity

a.5. materials usually serve as a focal point or a point of departure for the knowledge to be learned

b.1. materials are always prepared in advance

b.2. in general, materials are interesting / generative of engagement

b.3. visual and print based materials are inclusive (e.g., race, class, gender)

b.4. materials allow for students of different abilities and language backgrounds to engage in the task(s)/ activity

b.5. materials serve as a focal point or a point of departure for the knowledge to be learned

A.2. Classroom Organization

a.1. an instructionally based plan underlies organization (eg., small group, whole group, pairs instruction)

a.2. physical settings / materials are arranged to complement the activity

b.1. an instructionally based plan underlies organization (eg., small group, whole group, pairs instruction)

b.2. physical settings / materials are arranged to complement the activity

A.3. Affective Climate

a.1. a climate of mutual respect is fostered between TC and students as well as among students

a.2. appreciates individual differences (backgrounds and dispositions)

a.3. occasionally TC may need support in judging what constitutes a safe environment

a.4. sometimes struggles with consistency in applying the established behavioral expectations or has difficulty reading the types of situations in which specific exceptions may be warranted

b.1. a climate of mutual respect exists between TC and students as well as among students

b.2. appreciates individual differences (backgrounds and dispositions)

b.3. provides a physically and emotionally safe environment

b.4. balances the tension between being consistent in setting behavioral expectations for students and allowing for exceptions based on contextual factors

B. Classroom Discourse

B.1. Teacher Talk

a.1. audible and clear for most learning engagements

a.2. vocal expressiveness meets many situational demands

b.1. always audible and clear

b.2. vocal expressiveness always meets situational demands

a.3. talk is limited to a small repertoire of strategies such as questioning and evaluating

a.4. talk is beginning to account for and encourages students to consider linguistic and social differences (e.g., race, class and gender)

b.3. talk reflects a variety of discourse strategies in relation to demands of learning engagements

b.4. talk accounts for and encourages students to consider linguistic and social differences (e.g., race, class and gender).

B.2. Student Talk

a.1 across a series of learning engagements, provides some opportunity for students to engage in lesson-related talk in a variety of group contexts (e.g., dyads, small groups, whole class)

a.2. demonstrates some elements in the valuing of student talk

a.3. attends to increasing participation rates of some; but shows some inconsistency in attaining goal

b.1. across different learning engagements always provides opportunity for students to engage in lesson-related talk in a variety of group contexts (e.g., dyads, small groups, whole class)

b.2. always values student talk that is related to the learning engagement

b.3. always ensures that different students are provided with the opportunity for lesson-related during learning engagements

C. Individual Learning Engagements

C.1. Curricular content

a.1. across some aspects of learning engagements (initiating, sustaining and culminating/closing) the TC demonstrates tentativeness or hesitancies with respect to the curricular concepts that are the focus of the learning engagement.

a.2. most of the time, instructional strategies are selected to relate to the curricular concepts of the learning engagement

a.3. is beginning to integrate respect for social difference throughout learning engagement

b.1. across all aspects of learning engagement (initiating, sustaining and culminating/closing) the TC demonstrates knowledge of and comfort with the curricular concepts that are the focus of the learning engagement.

b.2. in general, instructional strategies are selected to relate to the curricular concepts of the learning engagement

b.3. integrates respect for social difference throughout learning engagement in order to help students analyze and comprehend difference

C.2. Initiating

a.1. learning engagements build on the prior knowledge of some students OR about half of the learning engagements have built on the background knowledge of students

a.2. sometimes struggles with the number (may be too few or too many) of concepts or ideas to be developed within a learning engagementbut by the end of the evaluation cycle is successful, more often than not, in identifying the number of concepts or ideas to be developed within a single learning engagement

b.1. learning engagements always build on the prior knowledge of the students and draws students into the activity

b.2. a limited number of ideas or concepts are developed within any single learning engagement

a.3. sometimes struggles with the complexity (may be too difficult or too easy) of ideas or concepts to be developed within a learning engagement but by the end of the evaluation period is successful, more often than not, in matching complexity to student background and experience

a.4. sometimes falters in pacing of introductory portions of learning engagements, but by the end of the evaluation period is successful, more often than not, in maintaining an energetic and dynamic tempo

a.5. sometimes indicates flexibility in adjusting the initiating episode of the learning engagement in response to contextual demands; this flexibility is beginning to emerge, from time to time, towards the end of the evaluation period

b.3. the complexity of ideas or concepts within learning engagements is reasonably matched in difficulty level to the background knowledge, linguistic knowledge, and experience of the students

b.4. in general, begins learning engagements with an energetic and dynamic tempo

b.5. always is flexible in adjusting the initiating episode of the learning engagement in response to reactions and engagement level of students

C.3. *Sustaining*

a.1. transition times between the initiation of learning engagements and sustained activity within them are often minimized as a result of TC organization, planning, and clarity of instructions; occasionally instructions are not clear and/or organization and planning have not accounted for relatively routine elements such as materials distribution

a.2. the initiation of learning engagements and the activities that follow them are usually conceptually linked, although sometimes the link is not immediately transparent

a.3. by the end of the evaluation cycle, the learning engagements planned for are, more often than not, reasonably matched to the time available for them.

a.4. throughout the evaluation cycle there is gradual movement toward routinely designing group and individual student activities to accommodate students of varying ability levels

a.5. is responsive to students throughout the learning engagement, but occasionally may make mistakes in reasoning

a.6. more often than not, TC demonstrates a general sense of whole class engagement and attentiveness of students to academic tasks

b.1. in general, transition times between the initiation of learning engagements and sustained activity within them are minimized as a result of TC organization, planning, and clarity of instructions

b.2. initiation of learning engagements and the activities that follow them are conceptually linked.

b.3. learning engagements planned for are always reasonably matched to the time available for them.

b.4. group and individual student activities accommodate students of varying abilities (including language abilities)

b.5. is responsive to students throughout the learning engagement

b.6. most of the time, TC demonstrates a general sense of whole class engagement and attentiveness of students to academic tasks

10

C.4. Culminating/Closing

a.1. usually monitors time so that there is opportunity for some type of closure of individual or group learning engagements

a.2. often identifies thematics (or has students identify) issues/thematics that emerge in the learning engagement and, by the end of the evaluation cycle, involves students in relating these to the concepts/ideas introduced at the onset

b.1. always monitors time so that there is opportunity for some type of closure of individual or group learning engagements

b.2. identifies (or has students identify) issues/thematics that emerge in the learning engagement; involves students in relating these to the concepts/ideas introduced at the onset

C.5. Assessing

a.1. by the end of the evaluation cycle, routinely has protocols developed to describe and evaluate the learning students demonstrate in a learning engagement

a.2. more often than not, TC is clear as to the basis of evaluation and grading

a.3. more often than not, basis of evaluation is made clear to students prior to the task/activity

b.1. always has protocols developed to describe and evaluate the learning students demonstrate in a learning engagement

b.2. TC is generally clear as to the basis of evaluation and grading

b.3. basis of evaluation is made clear to students prior to the task/activity

D. Learning Engagements Within Units

D.1. Content

a.1. usually builds on student response from learning engagement to learning engagement

a.2. begins to connect concepts from learning engagement to learning engagement

a.3. experiments with various instructional strategies throughout the unit

a.4. begins to implement assessment strategies throughout the unit

a.5. culminating tasks bring together the unit as a whole

b.1. builds on student response from learning engagement to learning engagement

b.2. connects concepts from learning engagement to learning engagement

b.3. uses a variety of instructional strategies throughout the unit

b.4. uses a variety of assessment strategies and devices throughout the unit

b.5. culminating tasks bring together the unit as a whole

E. Professionalism

E.1.Professional Curiosity

a.1. inquires about professional organizations and professional literature

a.2. occasionally attends invitations to hear about resources and participates in settings where educational dialogue takes place

a.3. explores contradictions in teaching practices

b.1. demonstrates interest in professional organizations and professional literature

b.2. usually takes advantage of invitations from colleagues with respect to the exchange of professional resources and ideas

b.3. explores and experiments with contradictions in teaching practices

E.2.Professional Conduct

a. 1. adheres to the routine administrative and professional protocols of the school

a. 2. respects the confidentiality of student information

a.3. is aware of and adheres to components of the ethical and legal obligations that govern the teaching profession

b. 1. adheres to the routine administrative and professional protocols of the school

b. 2. respects the confidentiality of student information

b.3. is aware of and adheres to the ethical and legal obligations that govern the teaching profession

Further Specification of Exiting Requirements

A. Creating the Environment for Learning Engagements

A.1. Materials

b.1. Materials are prepared in advance
- A procedure is in place to ensure that students have required materials (e.g., pencils, paper).
- Required materials are prepared prior to the learning engagement (e.g., photocopies are ready, tactile devices are prepared and ready for use).
- Materials are easily accessible.
- In setting such as science, materials have been tested for safety and precautions have been put in place.
- A set of materials is set aside for each child who is absent.

b.2. In general, materials are interesting / generative of engagement
- Materials are a hook which serve to peak the interest of the students and propel learning.
- Materials engage students in the learning process.

b.3. Visual and print-based materials are inclusive (e.g., race, class and gender)
- Visual materials in the classroom reflect the social differences (e.g., racial, class, gender) of the population at large.
- Where curricular materials are limited in their representativeness, TCs supplement with additional resources or structure discussion so that the limited representativeness is challenged.

b.4. Materials allow for students of different abilities and language backgrounds to engage in the task(s)/activity
- Materials used allow all students, regardless of ability level, to actively participate.

b.5. Materials serve as a focal point or a point of departure for the knowledge to be learned
- Materials are used as a spring board to focus the group on the concept to be learned.
- Materials do not distract students from the content to be learned.

A.2. Classroom Organization

b.1. An instructionally based plan underlies organization (eg., small group, whole group, pairs instruction)
- The TC has a clear rationale of the use of groupings throughout the learning engagement, these groupings my change from whole, to group, back to whole etc.
- The use of group organization complements the learning engagement as well as the class dynamics.
- Small groups are purposefully constructed, students within the group understand the task, are assigned or assume roles and the TC circulates to ensure that groups are functioning effectively.
- Over a series of learning engagements the TC uses a variety of organizational groupings; students are not always in whole group or small group settings.

b.2. Physical settings / materials are arranged to complement the activity
- Chairs and tables are considered and set up prior to the learning engagement in a way which compliments the lesson. This does not mean that TCs are rearranging classroom furniture on a regular basis. However, if rearranging is beneficial, TC makes necessary adjustments in the physical space.

- Considerations are made for students who are physically challenged.
- Where warranted materials are arranged in the physical setting in a manner that will minimize disruption to the flow of activity.

A.3. Affective Climate

b.1. A climate of mutual respect exists between TC and students as well as smong students
- The TC has employed relationship building strategies with students; this can include casual conversation, individual conferences, engaging with students outside of the regular classroom setting (e.g., recess, lunch, extra-curricular activities).
- TC demonstrates respect for each student and their values
- TC does not abuse the position of power.
- TC prepares students for citizenship in a democratic society.
- the TC has made an effort to understand, engage and validate the "child's world" which allows the TC to more effectively educate the student and foster mutual respect. This may include a deeper understanding of their youth culture, housing situation, and responsibilities outside of school.

b.2. Appreciates individual differences (backgrounds and dispositions)
- TC is aware of the cultural backgrounds of the children in the classroom. These backgrounds are valued through their inclusion in learning engagements, materials and additions to curricular content.
- TC is aware of the socioeconomic status of the students and the community in which students live. This knowledge shapes learning engagements, materials, curricular content and expectations.
- TC is aware of the dispositions of students and builds on them (e.g., some students may be more active than others, some are more studious).

b.3. Provides a physically and emotionally safe environment
- The environment is safe from objects that may pose a threat to physical safety.
- Physical safety is considered in planning (e.g., if boiling water is needed for a science activity where the water is positioned and how it is used are considered).
- A classroom atmosphere has been created where students feel physically and emotionally safe from any form of harassment which can include verbal abuse from other students and/or staff.

b.4. Balances the tensions between being consistent in setting behavioral expectations for students and allowing for exceptions based on contextual factors
- At the beginning of a term TC, together with students, sets out the expectations for student conduct in the classroom.
- As the term progresses, TC exercises judgment in the consistency of the application of these expectations based upon contextual factors. For example, consider a scenario where a TC is at the culminating point of a learning engagement. The expectation is that students raise their hand to speak and the teacher chooses who will be called upon. Student A, who has never offered comments, not only doesn't raise her/his hand but, blurts out a response. In such as instance, the TC might choose to ignore the rule and focus on the comment of a student who normally does not contribute to the classroom discussion.

B. Classroom Discourse

B.1. Teacher Talk

b.1. Always audible and clear

- In whole group settings voice can be heard by someone positioned furthest away from the TC; if TC makes a misjudgment about voice range (which may happen very occasionally), the TC easily adjusts to the "furthest student range" upon request from a student; the evaluation focuses upon audibility not accent of the TC.
- In small group settings voice can be heard by someone positioned furthest away from the teacher candidate but does not need to be louder than the "furthest student range."
- In all settings, speech is clearly articulated—that is, words are spoken in such a manner that they can be understood; speech is neither overly rapid nor overly slow or mumbling.

b.2. Vocal expressiveness always meets situational demands

- Intonational variation is a feature of vocal quality; different situations may require greater or less use of expressiveness and the TC adapts in relation to the situation (for example, voice may be quite expressive when reading a fictional work or when reacting to student work or elements of a learning engagement, but may be less expressive when reading the steps in a science lesson).

b.3. Talk reflects a variety of discourse strategies in relation to demands of learning engagement

- TC talk includes presentational talk (which may be more formal that ordinary conversation) that is descriptive or explanatory, regulatory talk (talk providing instructions or regulating student action), questions of different types (e.g., factual, inferential, evaluative).
- TC responses to student comments are not limited to evaluation of student comments (which is a typical response) but also include conversational responses that encourage student exploration of concepts and ideas.

b.4. Talk accounts for, and encourages students to consider linguistic and social differences (e.g., race, class,gender)

- TC talk is a demonstration of inclusiveness and diversity in relation to the academic contexts in which it occurs. For instance, TCs use culturally relevant pedagogy and ensure that exemplars take into account social difference (e.g., ethnicity, race, class, gender).

B.2. Student Talk

b.1 Across different learning engagements, always provides opportunity for students to engage in lesson-related talk in a variety of group contexts (e.g., dyads, small groups, whole class) across different learning engagements)

- Different grouping arrangements offer a greater number of students in the classroom the opportunity to engage in exploration of academic ideas, to try out their own ideas and to react to the ideas of others. In other words, TCs should plan to engage the greatest number of students in learning engagement talk.
- At minimum, TCs must offer students varied conversational opportunities (e.g., dyads, small groups, whole class) across a series of several learning engagements.

b.2. Always values lesson-related student talk that is related to learning engagements

- TC provides time for lesson-related student talk.
- TC candidate incorporates student ideas into exploration of concepts of the learning engagement/unit.

• TC allows some opportunity for cross-talk among students in whole group situations (in other words, student comments can be directed to each other and not always to the TC)

b.3. Always ensures that different students are provided the opportunity for lesson-related talk during learning engagements
   • Teacher candidate ensures that when assigning turns in whole group situations, the turns are distributed across different children (e.g., gender, class, ethnicity, varying ability groups)
   • Teacher candidate ensures that talk is not dominated by a small number of students (e.g., by assigning different roles to students with relation to partner/group discussion, by assigning turns to different students)

C. Individual Learning Engagements

C.1. Curricular Content
b.1. across all aspects of the learning engagement (initiating, sustaining and culminating/ closing) the TC demonstrates knowledge of and comfort with the curricular concepts that are the focus of the learning engagement.
   • TC has reasonable control of the curriculum content being taught. Control can be demonstrated through:
   a) Error-free presentation of content. For example: when teaching about 3-dimensional solids, the TC should not refer to them by using 2-dimensional terminology (e.g., triangle *vs* triangular prism).
   b) Comfort and lack of hesitancy when students ask questions because the TC has sufficient depth of knowledge in the curricular area.
   c) An understanding of one's own knowledge level such that the TC recognizes that her/she should seek advice before teaching about or responding to a specific question

b.2. In general, instructional strategies are selected to relate to the curricular concepts of the learning engagement
   • Instructional strategies should promote concept attainment in differentiated ways.
   • Instructional strategies chosen make sense in relation to the topic of the learning engagement. For example, if a mathematical concept is introduced with manipulatives it would make sense that the children's initial exploration would also be with manipulatives as opposed to an abstract worksheet.

b.3. integrates respect for social difference throughout learning engagement in order to help students analyze and comprehend difference
   • includes examples of perspectives that are different than the dominant culture
   • fosters in students a respect for the contribution that social difference makes

C.2. Initiating
b.1. Learning engagements always build on the prior knowledge of the students and draws students into the activity.
   • Understands that prior knowledge of the students relates to curricular knowledge as well as to personal or socio-cultural background knowledge.

b.2. A limited number of ideas or concepts are developed within any single learning engagement
   • The number of new concepts or ideas presented in any single lesson is restricted to a few based upon the knowledge of the students' background and experience with the topic under consideration.

- In cases where open-ended topic exploration is the goal, the teacher candidate assists students in developing frameworks for the organization and re-organization of ideas and concepts

b.3. The complexity of ideas or concepts within learning engagements is reasonably matched to the background knowledge, linguistic knowledge, and experience of the students
- For instances in which more open-ended exploration of a topic is the goal, then TCs must assist students in exploring and unpacking the complexities inherent in the topic being investigated.
- The difficulty level of the concepts must be reasonable for the age-levels of the students being taught
- For instances in which a sequence or series of steps is being enacted, the steps must be clearly developed.

b.4. In general, begins learning engagements with an energetic/ dynamic tempo.
- Pacing of introduction provides sufficient detail for new concepts but generates momentum in the learning engagement by demonstrating enthusiasm and by setting up challenges, inquiry projects and activities that propel the learning engagement forward

b.5. Is always flexible in adjusting the initiating episode of the learning engagement in response to reactions and engagement level of students
- As the initiating episode proceeds, TC considers responses and engagement level of students; makes adjustments to the opening moments of learning engagements to take into account what student responses indicate about the content and trajectory of the learning engagement
- In instances in which the learning engagement is being built from the student's interests, TC's openness to student ideas and the provision of resources to support student engagement and inquiry are additional indicators of flexible and responsive teaching

C.3. Sustaining
b.1. In general, transition times between initiation of the learning engagements and sustained activity are minimized as a result of TC's organization, planning, and clarity of instructions
- Because transitions involve psychological and often physical relocation of attention and may also involve the distribution of materials, some distraction from the focus of the learning engagement is inevitable. However, TC develops predictable patterns for materials distribution, anticipates physical arrangements or rearrangements needed, and gives clear instructions prior to the transition as these actions help minimize transition times.
- In instances, where learning engagement is more student-directed, TC provides structures to support student inquiry (e.g., documentation panels, planning and tracking sheets, or learning logs) and to ensure that the inquiry is sustained.

b.2. The initiation of learning engagements and the activities that follow them are always conceptually linked.
- Follow-up activities must complement or extend concepts introduced in the initiating portion of learning engagements. In other words, if an opening discussion focuses on the editing process in writing, then the follow-up activity or engagement must involve working with that concept.
- In more student-directed contexts, student exploration of ideas must be provided reasonable room for exploration while retaining some thematic focus or unity. The role of the TC in these contexts is to ask questions or make comments that might stimulate exploration or re-orient student thinking.

b.3. The learning engagements planned for are reasonably matched to the time available for them.
  • If complex learning engagements are planned for, then sustained periods of time must also be planned. If discrete sharply focused learning engagements are planned for, then the period of time allocated to the engagement may be relatively short.
  • For student directed-learning, blocks of time (rather than single periods) are more reasonable for the type of learning engagement demanded of students.

b.4. Group and independent student activities accommodate students of varying ability levels (including language abilities)
  • Group activities may, by design, allow for participation by students of differing ability levels depending on the roles assigned/taken on by the participants. Individual activities must also offer different entry points for students of differing ability levels.

b.5. Is responsive to students throughout the learning engagement
  • Responsiveness is manifested in several ways:
  a) through TC observation of students and engagement with individuals in anticipation of student needs,
  b) through attentiveness to student requests for assistance or student comments,
  c) through thoughtful provocations (in the form of materials, commentary, juxtapositions) based upon careful and attentive listening,
  d) through deliberate attentiveness to students who are reluctant to seek assistance or make comments,
  e) through re-orientation of a small group or the whole class in the event that several student responses indicate that a re-orientation to an element of the learning engagement is needed,
  f) through adjustment of activity requirements based on student response.
  g) through re-orientation of students when they are off-task
  • Responsiveness must not merely be reactive but must also be proactive. In other words, a TC does not always wait for students to approach with concerns or comments; rather the TC observes and anticipates where assistance might be needed. Similarly, TC anticipates student pairings/groupings or contexts that might lead to off-task behavior and makes adjustments as appropriate.

b.6. most of the time, TC demonstrates a general sense of whole class engagement and attentiveness of students to academic tasks
  • For whole group instruction, TC scans class to monitor whether students appear to be engaged with and understanding the lesson content; TC is also conscious to ensure that students who are easily distracted are engaged with the lesson.
  • Whether working with the whole group, small groups, or individuals, TC positions her/himself so that the maximum number of students that can be seen at any one time.
  • When working with small groups or individuals, TC routinely checks visually and/or auditorially whole class to ensure students are on-task.

C.4. Culminating/Closing
b.1. Always monitors time to ensure opportunity for some type of closure of individual or group learning engagements
  • TC anticipates the amount of time needed for the type of closure needed.
  • Some engagements may require very small amounts of time; others may require the revisiting of concepts introduced in the initiation of the engagement. Some engagements may be carried over into a block of time on a different day and may require a different type of closure.

b.2. Identifies or has students identify issues/thematics that emerge in the learning engagement and involves students in relating these to the concepts/ideas introduced at the onset.
- Depending on the type of engagement, students may have more involvement in this than in others. For student directed inquiry, culminating events may be individual projects that are presented to others in the class. In such cases, the teacher may have students consider the relation of projects to each other or to a general thematic.
- Learning engagements that extend beyond one session/period may require re-orientation to the onset of the engagement as well as orientation forward to the activities to be undertaken in the upcoming time periods.

C.5. Assessing
b.1. Always has protocols developed to describe and evaluate the learning students demonstrate in a learning engagement.
- Across a number of individual learning engagements, assessment protocols involve the collection of several samples of data through multiple sources (e.g., observations; performance-based tasks such as the conduct of an experiment; written samples including journals, logs, tests)
- TCs consider the relative importance of any single concept to the subject area being assessed and, in assigning grades, must weight the value of the concept in relation to its relative importance.

b.2. TC is generally clear as to the basis of evaluation and grading
- TCs are clear (transparent) as to the basis of evaluation and grading:
a) is the grade based on curricular expectations only?
b) does the grade account for individual development?
c) does the grade account for effort?
d) does the grade compare the student to others in the class or to an external standard?
- The basis for evaluation and grading is academically based (and not based on arbitrary rules like "I don't give A's." or "I always give low grades the first term" or the fact that some students may be more likeable that others).

b.3. basis of evaluation is made clear to students prior to the task/activity
- TC indicates to students (and parents as appropriate) the basis for grading of academic work and communicates whether different grading schemes were used for some work and not others.

D. Learning Engagements Within Units

D.1. Content
b.1. Builds on student response from learning engagement to learning engagement
- TC considers and reflects on the lesson in terms of student understanding, questions and conversations. Based on this reflection, TC shapes and rethinks the content and approach for the following learning engagement. This can mean altering the following lesson or re-teaching a concept.

b.2. Connects concepts from learning engagement to learning engagement
- Throughout engagements within units, common conceptual threads should move from one lesson to the next. Review of concepts and their connectedness are continuously undertaken.

- As the learning engagement proceeds, prior conceptual knowledge is used as a platform to add new concepts and ideas.

b.3. Uses a variety of instructional strategies throughout the unit
- Within a unit learning engagement, the TC uses a variety of teaching approaches/instructional strategies to engage learners in different ways. For example, grouping arrangements that involve different tasks can add interest within the unit. In something like a think/pair/share strategy, students work on their own and then work with partners to share what they have found. This contrasts with other strategies which might use different grouping arrangements and assign different roles to students.
- Instructional strategies are selected to promote concept attainment in differentiated ways.
- Instructional strategies chosen make sense in relation to the topic of the learning engagement. For example, if a mathematical concept is introduced with manipulatives it would make sense that the children's initial exploration would also be with manipulatives as opposed to an abstract worksheet.

b.4. Uses a variety of assessment strategies and devices throughout the unit
- Across unit engagements TC uses a variety of assessment strategies and devices to document learning in multiple ways (e.g., anecdotal, pencil & paper, performance tasks, portfolios, rubrics). The culminating task is not the only form of assessment.
- TC considers the relative importance of connecting multiple concepts within the unit being assessed and, when assigning grades, weights the value of the concepts in relation to their relative importance.
- TC is clear (transparent) as to the basis of evaluation and grading (whether the grade is based in relation to curricular objectives or whether the grade contains a component that accounts for individual development) and communicates that basis to students (and parents)

b.5. Culminating tasks bring together the unit as a whole
- the culminating task combines the ideas and concepts of the subtasks which preceded it, this is an opportunity to bring the unit together
- the culminating task is a natural flow from the subtasks which preceded it.

E. PROFESSIONALISM

E.1. Professional Curiosity
b.1. Demonstrates interest in professional organizations and professional literature
- the TC is routinely acquiring information, ideas and literature from professional organizations and literature
- TC uses information attained from professional organizations and literature to influence educational practices

b.2. Usually takes advantage of invitations from colleagues with respect to the exchange of professional resources and ideas
- where possible, the TC attends professional development opportunities that may be offered through the practicum school as well as elsewhere
- where possible, the TC participates in the exchange of professional resources and ideas

b.2. Explores and experiments with contradictions in teaching practices
- TC is able to discuss differences in teaching approaches among by different educators
- TC begins to work with the differences between/among teaching practices to extend and inform his or her own practice

E.2. Professional Conduct

b.1. Adheres to the routine administrative and professional protocols of the school
- TC adapts to the school culture in terms of routines, dress and professional practices

b.2. Respects the confidentiality of student information
- TC acts professionally when in possession of personal school, teacher and/or student information
- TC acts in accordance with all legal and ethical obligations in terms of student confidentiality

b.3. Is aware of and adheres to the ethical and legal obligations which govern the teaching profession
- TC is aware of teacher's duties as outlined in the Education Act and Teacher Profession Act
- TC is aware of pupil's duties as outlined in the Education Act and Ontario Schools Code of Conduct.
- TC is familiar with ethical and professional codes of conduct as outlined by the Ontario College of Teachers
- TC is familiar with the legal obligation of a teacher's duty to report and duty to supervise.
- TC is familiar with youth law (e.g., Youth Criminial Justice Act, Safe Schools)

York University Faculty of Education
ED 3 Practicum Interim Report
Concurrent and Part-time Consecutive Program

YORK U UNIVERSITE UNIVERSITY

Teacher Candidate Name: _____ Division ☐P/J ☐J/I ☐I/S

Mentor Teacher Name: _____

Mentor Teacher Signature: _____ Date: _____

School _____ Board: _____

A. Creating the Environment for Learning Engagements
(Comments on: *A.1.* Materials, *A.2.* Classroom Organization, *A.3.* Affective Climate)

B. Classroom Discourse
(Comments on: *B.1.* Teacher Talk, *B.2.* Student Talk)

C. Individual Learning Engagements
(Comments on: *C.1.* Curricular Content, *C.2.* Initiating, *C.3.* Sustaining, *C.4.* Culminating/Closing, *C.5.* Assessing)

D. Learning Engagements within Units
(Comments on: *D.1.* Content)

E. Professionalism
Comments on: E.1. Professional Curiosity, E.2. Professional Conduct

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York University Practicum Summary Report

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UNIVERSITY

Teacher Candidate Name: _____

Mentor Teacher Name: _____

Mentor Teacher Signature: _____ Date: _____

School(s) _____

Evaluation Period: ☐ End of Ed II Concurrent   ☐ First Evaluation Cycle Consecutive
                     ☐ End of Ed III Concurrent   ☐ Last Evaluation Cycle Consecutive

A. Creating the Environment for Learning Engagements

(Comments on: *A.1.* Materials, *A.2.* Classroom Organization, *A.3.* Affective Climate)

B. Classroom Discourse

(Comments on: *B.1.* Teacher Talk, *B.2.* Student Talk)

C. Individual Learning Engagements

(Comments on: *C.1.* Curricular Content, *C.2.* Initiating, *C.3.* Sustaining, *C.4.* Culminating/Closing, *C.5.* Assessing)

D. Learning Engagements within Units

(Comments on: *D.1.* Content)

E. Professionalism

Comments on: E.1. Professional Curiosity, E.2. Professional Conduct

Recommended Practicum Grade: ☐ Pass   ☐ Fail