



Teacher Candidate _____
School _____

EDUC 315
 Interim

EDUC 321/323
 Midpoint

10 Week Extended
 Final

Upon completion of the extended practicum, teacher candidates are required to meet expectations (M) for the items on this checklist at the level of a **beginning teacher**.

N – Not yet meeting expectations	A = Approaching expectations	M = Meeting expectations			
Section 1: Professional Qualities				N A M	Comments
1. Demonstrates enthusiasm and positive attitude for teaching and learning				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Assumes the role and responsibilities of the teacher				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Demonstrates a commitment to high professional and ethical standards				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Is dependable, punctual, proactive and responsible				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Is respectful and cooperative with advisors and other professionals				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Communicates effectively and appropriately with students' families				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Contributes to the classroom and school community				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 2: Inquiry & Reflective Practice				N A M	Comments
1. Is open to and acts on advice to improve professional practice				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Uses effective cycle of questioning, reflection and action				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Engages in constructive conversations with advisors				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Links educational research to classroom practice				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 3: Curriculum, Pedagogy & Assessment				N A M	Comments
1. Plans according to appropriate goals/objectives/core competencies				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Plans detailed units/lessons/learning experiences in advance				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Designs logically organized units/lessons/experiences linked to identified goals/objectives/cc's				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Designs units/lessons/experiences that engage students in meaningful learning				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Demonstrates understanding of subject content				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Integrates multi-modal (including digital) delivery options into classroom practice				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Adapts and modifies units/lessons to meet the learning needs of all students				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Lessons/experiences demonstrate overall coherence (introduction, content, conclusion)				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Uses diverse and pedagogically-sound teaching strategies to engage learners				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Locates and uses appropriate resources to enhance instruction				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Maintains appropriate records for assessment and evaluation				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Uses formative assessment data to set goals, inform students and guide teaching				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
13. Uses appropriate summative assessment, evaluation and reporting strategies				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
14. Provides timely and effective feedback to students				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 4: Diversity & Social Justice				N A M	Comments
1. Shows an understanding and addresses the needs of all learners through inclusive language and practices (e.g., sensitivity to ability, language, culture, religion, gender and sexual orientation)				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Plans learning experiences that incorporate the resources and address the needs of multilingual students				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 5: Language, Literacies & Culture				N A M	Comments
1. Communicates curriculum content clearly and accessibly				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Models appropriate written and oral language at all times				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Adjusts language (e.g., tone/formality/vocabulary) according to audience and/or context				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Uses a variety of verbal and nonverbal modes to communicate (e.g., linguistic, audio-visual, digital, gestural)				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Emphasizes language development in all curriculum areas				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Section 6: Classroom Climate				N A M	Comments
1. Develops rapport with students				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Organizes the physical environment for learning and safety				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Establishes appropriate/safe classroom procedures				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Demonstrates an awareness of each student's level of involvement and engagement				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Reinforces classroom expectations				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Maintains an engaged and participatory environment				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Teacher Candidate's Signature _____

Observer's Signature _____
Faculty Advisor School Advisor Other

Date _____