

Advanced Practicum Assessment Form

Education Fredericton

Teacher Candidate _____

Date _____

School _____ Grade/subject _____

Note: This practicum evaluation form will be completed at the end of the *Advanced Practicum*. The Faculty mentor, in collaboration with the Teacher candidate and Practicum teacher, will provide rating and evidence for each criteria.

Ratings: VE (Very Evident); ME (Mostly Evident); SE (Somewhat Evident); NE (Not Evident)

These Domains and assessment criteria are adapted from Danielson's *The Framework for Teaching: A Guide for Reflection, Observation, and Conversation*.
<https://danielsongroup.org/>

Domain 1: Planning and Preparation			
Criteria	Explanation of criteria	Teacher candidate Rating and supporting evidence	Faculty mentor and/or Practicum teacher Rating and supporting evidence
Applying knowledge of content and pedagogy	Demonstrates depth and breadth of understanding of content and pedagogy to support student learning	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Knowing and valuing students	Demonstrates comprehensive knowledge of students' identities, strengths, and needs, in order to support learning	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Setting instructional outcomes	Clearly identifies appropriate instructional outcomes that encourage autonomy and curiosity for students of this age group	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using resources effectively	Makes deliberate decisions in the use of instructional materials, technology, digital, and other resources to support learning and development	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Planning coherent instruction	Designs learning experiences that are coherent, collaborative, flexible, and engaging in order to meet the needs of all students and learning outcomes	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Designing and analyzing assessments	Plans assessments consistently in order to provide timely and valuable information for both teachers and students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE

Next steps or areas for growth:

Domain 2: Learning Environment				
Criteria	Explanation of criteria	Teacher candidate Rating and supporting evidence		Faculty mentor and/or Practicum teacher Rating and supporting evidence
Cultivating respectful and affirming environments	Creates a learning environment that is positive, identity-affirming and professional with a sense of community where students feel valued and connected	☐ VE	☐ ME	☐ SE ☐ NE
Fostering a culture for learning	Creates a class environment and culture conducive to learning and development, and consistently fosters dialogue, reflection, agency, and growth	☐ VE	☐ ME	☐ SE ☐ NE
Maintaining purposeful environments	Shares classroom routines and procedures with students to support, create and foster student learning and development	☐ VE	☐ ME	☐ SE ☐ NE
Supporting positive student behaviour	Consistently models and reinforces positive behaviours to promote student reflection, affirm student dignity and self-regulation rather than compliance	☐ VE	☐ ME	☐ SE ☐ NE
Organizing spaces for learning	Creates safe and flexible learning spaces to address the needs of individual students within the context of shared experiences	☐ VE	☐ ME	☐ SE ☐ NE

Next steps or areas for growth:

Domain 3: Learning Experiences			
Criteria	Explanation of criteria	Teacher candidate Rating and supporting evidence	Faculty mentor and/or Practicum teacher Rating and supporting evidence
Communicating about purpose and content	Clearly and accurately communicates the purpose and content of lessons to support active engagement of students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using questioning and discussion techniques	Consistently uses questioning and engages in discussion to effectively support critical thinking, reasoning, and reflection	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Engaging students in learning	Creates learning experiences that support curiosity, collaboration and encourages higher-order thinking for relevant student engagement	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using assessment for learning	Utilizes formative assessments as evidence of understanding and progress, as well as to provide constructive and timely feedback	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Responding flexibly to student needs	Responds to student needs in order to facilitate deeper understanding and/or encourage new learning experiences	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE

Next steps or areas for growth:

Domain 4: Principled Teaching			
Criteria	Explanation of criteria	Teacher candidate Rating and supporting evidence	Faculty mentor and/or Practicum teacher Rating and supporting evidence
Engaging in reflective practice	Consistently reflects on feedback for growth and improvement as a means of evidence to try new ideas and better support students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Documenting student progress	Employs a consistent, accurate system for documenting student progress focusing on the attainment of learning and developmental goals, and maintaining reliable records	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Contributing to school community and culture	Builds and maintains relationships with students and colleagues and contributes to school events, staff meetings, programs, and/or other activities	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Growing and developing professionally	Demonstrates curiosity for professional conversations and growth focused on developing knowledge and skills. Intentionally seeks and acts on feedback	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Acting in service of students	Acts with care, honesty, and integrity and engages in ethical decision making as active advocates for students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE

Next steps or areas for growth:

Signatures:

Teacher Candidate

Practicum Teacher

Faculty Mentor