

Intermediate Practicum Assessment Form

Teacher Candidate _____ Date _____

School _____ Grade/subject _____

Note: This practicum evaluation form will be completed at the end of the *Intermediate 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 an understanding of content and pedagogy and attempts to support student learning	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Knowing and valuing students	Demonstrates emerging knowledge of students' identities, strengths, and needs, in order to support learning	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Setting instructional outcomes	Identifies instructional outcomes that are appropriate for students of this age group	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using resources effectively	Uses instructional materials and other resources to support learning and development	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Planning coherent instruction	Plans engaging learning experiences that are intended to meet the needs of all students and to match learning outcomes	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Designing and analyzing assessments	Plans assessments throughout the instructional process and provides timely and valuable feedback	☐ 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	Demonstrates appropriate and respectful interactions to promote a positive, identity-affirming and professional learning environment	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Fostering a culture for learning	Creates a class environment that is conducive to learning and development, and consistently fosters dialogue, reflection, and growth	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Maintaining purposeful environments	Shares classroom routines and procedures with students to support student learning and development	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Supporting positive student behaviour	Models positive behaviours to promote student reflection, affirm student dignity and self-regulation rather than compliance	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Organizing spaces for learning	Makes effort to maintain safe and flexible learning spaces to address the needs of individual students within the context of shared experiences	☐ VE ☐ ME ☐ SE ☐ NE	☐ 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	Communicates learning expectations clearly to students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using questioning and discussion techniques	Engages in class discussion and questioning that supports critical thinking and deeper learning	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Engaging students in learning	Creates learning experiences intended to promote active, meaningful, collaborative, and relevant student engagement	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Using assessment for learning	Attempts to 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 by making adjustments and demonstrating flexibility	☐ 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	Reflects on lessons and instruction, and discusses means for improvement and growth; seeks feedback	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Documenting student progress	Builds strategies 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	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.	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE
Acting in service of students	Acts with care, honesty, and integrity as an active advocate for students	☐ VE ☐ ME ☐ SE ☐ NE	☐ VE ☐ ME ☐ SE ☐ NE

Next steps or areas for growth:

Signatures:

Teacher Candidate

Practicum Teacher

Faculty Mentor