Performance Checklist (revised, September 2016)

| Teacher CandidateSchool | EDUC 315 | ☐ EDUC 321/323 ☐ Midpoint | ☐ 10 Week Extended ☐ Final |
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| 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 exped | ctations M = | Meeting expectations |
| Section 1: Professional Qualities 1. Demonstrates enthusiasm and positive attive. 2. Assumes the role and responsibilities of the section 3. Demonstrates a commitment to high profesed. Is dependable, punctual, proactive and responsibilities of the section 2. Is respectful and cooperative with advisors section 2: Inquiry & Reflective Practices. Is open to and acts on advice to improve processions. Uses effective cycle of questioning, reflections. Engages in constructive conversations with 4. Links educational research to classroom president. | tude for teaching and learning e teacher sisional and ethical standards ponsible and other professionals y with students' families ommunity e rofessional practice on and action advisors | M = N A M | Comments Comments |
| Section 3: Curriculum, Pedagogy & As 1. Plans according to appropriate goals/object 2. Plans detailed units/lessons/learning expert 3. Designs logically organized units/lessons/exp 4. Designs units/lessons/experiences that eng 5. Demonstrates understanding of subject cord 6. Integrates multi-modal (including digital) der 7. Adapts and modifies units/lessons to meet 8. Lessons/experiences demonstrate overall of 9. Uses diverse and pedagogically-sound teat 10. Locates and uses appropriate resources that eng 11. Maintains appropriate records for assessing that the set goals appropriate summative assessment 12. Uses appropriate summative assessment 13. Uses appropriate summative feedback to | isessment tives/core competencies iences in advance eriences linked to identified goals/ gage students in meaningful lear intent elivery options into classroom pra the learning needs of all student coherence (introduction, content ching strategies to engage learn to enhance instruction the entand evaluation to ensure the ensure | ning | Comments |
| Section 4: Diversity & Social Justice Shows an understanding and addresses the inclusive language and practices (e.g., sen gender and sexual orientation) Plans learning experiences that incorporate multilingual students | sitivity to ability, language, cultu | - | Comments |
| Section 5: Language, Literacies & Cult Communicates curriculum content clearly a Models appropriate written and oral langua Adjusts language (e.g., tone/formality/voca Uses a variety of verbal and nonverbal mod visual, digital, gestural) Emphasizes language development in all contents | and accessibly ge at all times bulary) according to audience ar des to communicate (e.g., linguis | | Comments |
| Section 6: Classroom Climate 1. Develops rapport with students 2. Organizes the physical environment for lea 3. Establishes appropriate/safe classroom pro 4. Demonstrates an awareness of each stude 5. Reinforces classroom expectations 6. Maintains an engaged and participatory en | ocedures nt's level of involvement and en vironment | | Comments |
| Teacher Candidate's Signature Observer's Signature Date Date | | | |