



Teacher Candidate Brittney Merryweather (EDUC 419) EDUC 315 EDUC 321/323
School Hillcrest Middle School Interim Midpoint Final

Upon the completion of the extended practicum, teacher candidates are required to meet expectations (M) for virtually all items on this checklist. Teacher candidates are expected to have demonstrated the ability to plan, implement and evaluate instruction at a standard expected of a **beginning teacher**.

The Faculty reserves the right to require candidates to withdraw from the Faculty and/or to withhold its recommendation for certification if they are considered to be unsuited to proceed with the study or practice of teaching.

N = not meeting expectations | A = approaching expectations | M = consistently meeting expectations

Section 1: Professional Qualities	N	A	M	Comments
1. Demonstrates enthusiasm and positive attitude for teaching/learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Assumes the role of the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Communicates effectively with students' families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Demonstrates a commitment to high professional and ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Is dependable, punctual, and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Is respectful and cooperative with advisors and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Contributes to the classroom and school community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Section 2: Inquiry & Reflective Practice	N	A	M	Comments
1. Acts on advice to improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Uses effective cycle of questioning, reflection and action	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Links educational research to classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Section 3: Curriculum, Pedagogy & Assessment	N	A	M	Comments
1. Selects appropriate goals/objectives (in accordance with IRPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Prepares detailed unit/lesson plans in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Designs logically organized units/lessons that support identified goals/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Designs units/lessons that engage students in meaningful learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Maintains appropriate records (assessment/attendance)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Implements suitable introductions and conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Uses diverse and pedagogically sound teaching strategies to engage all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Uses appropriate resources that enhance/improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9. Uses subject appropriate assessment, evaluation and reporting strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Uses assessment to set learning goals, motivate student learning and guide teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Provides timely and effective feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Demonstrates understanding of subject content	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Section 4: Diversity and Social Justice	N	A	M	Comments
1. Shows an understanding of and seeks to address educational inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Demonstrates positive regard for students and families of all ability, culture, religion, gender and sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Understands and builds on the resources that multilingual students bring to their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Demonstrates sensitivity to individual diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Section 5: Language, Literacies & Cultures	N	A	M	Comments
1. Communicates curriculum content clearly and accessibly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Adjusts register of language (e.g. tone/formality/vocabulary) according to audience and/or context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Demonstrates understanding and skill in using a variety of modes to communicate (e.g., linguistic, audio-visual, gestural)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Emphasizes language development in all curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Section 6: Classroom Climate	N	A	M	Comments
1. Organizes the physical environment for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Develops rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Establishes appropriate/safe classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Reinforces classroom expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Maintains an engaged and participatory environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Uses suitable gestures, proximity, wait-time and eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Teacher Candidate's Signature

[Redacted Signature]

Observer's Signature

[Redacted Signature]

Date June 4, 2015