



EDUC419

Teacher Candidate Brittney Merryweather
School Hillcrest Middle

EDUC 315 EDUC 321/323
 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 practica	<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]

Observer's Signature [Redacted]

Date June 4, 2015