



Kyla Catherine Baker  
Performance Checklist - Midpoint | EDUC 418D

Date of Observation: 04/27/17  
by FACULTY  
ADVISOR

School

Report

|        | Interim | Midpoint | Final |
|--------|---------|----------|-------|
| Report |         | X        |       |

Section 1: Professional Qualities

|  | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|--|--------------------------|--------------------------|----------------------|
| Demonstrates enthusiasm and positive attitude for teaching/learning  |                          |                          | X                    |
| Assumes the role and responsibilities of the teacher                 |                          |                          | X                    |
| Demonstrates a commitment to high professional and ethical standards |                          |                          | X                    |
| Is dependable, punctual, proactive and responsible                   |                          |                          | X                    |
| Is respectful and cooperative with advisors and other professionals  |                          |                          | X                    |
| Communicates effectively and appropriately with students' families   |                          |                          | X                    |
| Contributes to the classroom and school community                    |                          |                          | X                    |

Section 1: Comments

Kyla is part of a team of people organizing a School Wide Terry Fox Run.

## Section 2: Inquiry & Reflective Practice

|  | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|--|--------------------------|--------------------------|----------------------|
| Is open to and acts on advice to improve professional practice |                          |                          | X                    |
| Uses effective cycle of questioning, reflection, and action    |                          |                          | X                    |
| Engages in constructive conversations with advisors            |                          |                          | X                    |
| Links educational research to classroom practice               |                          |                          | X                    |

## Section 2: Comments

## Section 3: Curriculum, Pedagogy & Assessment

|  | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|--|--------------------------|--------------------------|----------------------|
| Plans according to appropriate goals/objectives/core competencies                                |                          |                          | X                    |
| Plans detailed units/lessons/learning experiences in advance                                     |                          |                          | X                    |
| Designs logically organized units/lessons/experiences linked to identified goals/objectives/cc's |                          |                          | X                    |
| Designs units/lessons that engage students in meaningful learning                                |                          |                          | X                    |
| Demonstrates understanding of subject content  |                          |                          | X                    |
| Integrates multi-modal (including digital) delivery options into classroom practice              |                          |                          | X                    |
| Adapts and modifies units/lessons to meet the learning needs of all students                     |                          |                          | X                    |
| Lessons/experiences demonstrate overall coherence (introduction, content, conclusion)            |                          |                          | X                    |
| Uses diverse and pedagogically sound teaching strategies to engage learners                      |                          |                          | X                    |
| Locates and uses appropriate resources to enhance instruction                                    |                          |                          | X                    |
| Maintains appropriate records for assessment and evaluation                                      |                          |                          | X                    |
| Uses formative assessment data to set goals, inform students and guide teaching                  |                          |                          | X                    |

|  |  |   |   |
|--|--|---|---|
| Uses appropriate summative assessment, evaluation and reporting strategies |  | X |   |
| Provides timely and effective feedback to students                         |  |   | X |

### Section 3: Comments

Kyla writes detailed plans that are connected to the revised curriculum.

### Section 4: Diversity and Social Justice

|  | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|--|--------------------------|--------------------------|----------------------|
| Shows an understanding and addresses the needs of all learners through inclusive language and practices (e.g., sensitivity to ability, language, culture, religion, gender and sexual orientation) |                          |                          | X                    |
| Plans learning experiences that incorporate the resources and address the needs of multilingual students   |                          |                          | X                    |

### Section 4: Comments

### Section 5: Language, Literacies & Cultures

|  | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|--|--------------------------|--------------------------|----------------------|
| Communicates curriculum content clearly and accessibly   |                          |                          | X                    |
| Models appropriate written and oral language at all times  |                          |                          | X                    |
| Adjusts language (e.g., tone/formality/vocabulary) according to audience and/or context                          |                          |                          | X                    |
| Uses a variety of verbal and nonverbal modes to communicate (e.g., linguistic, audio- visual, digital, gestural) |                          |                          | X                    |
| Emphasizes language development in all curriculum areas  |                          |                          | X                    |

### Section 5: Comments

## Section 6: Classroom Climate

|   | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
|---|--------------------------|--------------------------|----------------------|
| Develop rapport with students   |                          |                          | X                    |
| Organizes the physical environment for learning and safety                      |                          |                          | X                    |
| Establishes appropriate/safe classroom procedures                               |                          |                          | X                    |
| Demonstrates an awareness of each student's level of involvement and engagement |                          |                          | X                    |
|   | Not Meeting Expectations | Approaching Expectations | Meeting Expectations |
| Reinforces classroom expectations   |                          |                          | X                    |
| Maintains an engaged and participatory environment                              |                          |                          | X                    |

## Section 6: Comments

Kyla is using her classroom space wisely.