



# PERFORMANCE CHECKLIST

TEACHER CANDIDATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

EDUC 315/399

EDUC 321/323

EXTENDED PRACTICUM

INTERIM

MIDPOINT

FINAL

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**. The Faculty of Education reserves the right to require candidates to withdraw if they are considered to be unsuited to proceed with the practice of teaching.

*In the table below, please indicate N (Not yet meeting expectations), A (Approaching expectations) or M (Meeting expectations) in the 2<sup>nd</sup> column.*

SECTION 1: PROFESSIONAL QUALITIES	N   A   M	COMMENTS
1. Demonstrates enthusiasm and positive attitude for teaching and learning.		
2. Assumes the role and responsibilities of the teacher.		
3. Understands educators are role models who act ethically and honestly.		
4. Is dependable, punctual, proactive and responsible.		
5. Is respectful and cooperative w/ advisors and other professionals and contributes to the profession.		
6. Values the involvement and support of parents, guardians, families, and communities in the school.		
7. Contributes to the classroom and school community.		
8. Respects and values the history of First Nations, Metis and Inuit people in Canada and the impact of the past, present and the future by demonstrating an understanding of, and commitment to, TRC calls to action 62-65.		
SECTION 2: INQUIRY & REFLECTIVE PRACTICE	N   A   M	COMMENTS
1. Is open to and acts on advice to improve professional practice.		
2. Uses effective cycle of questioning, reflection and action to improve practice.		
3. Engages in constructive conversations with advisors.		
4. Makes committed efforts to contribute towards truth, reconciliation and healing.		
5. Critically examines biases, attitudes, beliefs, values, and practices to facilitate change.		
SECTION 3: CURRICULUM, PEDAGOGY & ASSESSMENT	N   A   M	COMMENTS
1. Plans according to appropriate goals/objectives/core competencies (cc's).		
2. Plans detailed units/lessons/learning experiences in advance.		
3. Designs logically organized units/lessons/experiences linked to identified goals/objectives/cc's.		
4. Designs units/lessons/experiences that engage students in meaningful learning.		
5. Demonstrates understanding of subject content.		
6. Integrates multi-modal (including digital) delivery options into classroom practice.		
7. Embraces differentiated instruction to meet the learning needs of all students.		
8. Lessons/experiences demonstrate overall coherence (intro, content, conclusion).		



9. Uses diverse and pedagogically-sound teaching strategies to engage learners.		
10. Understands and applies knowledge of student growth and development.		
11. Locates and uses appropriate resources to enhance instruction.		
12. Maintains appropriate records for assessment and evaluation.		
13. Uses a variety of formative assessment data to set goals, inform students and guide teaching.		
14. Uses appropriate summative assessment, evaluation and reporting strategies.		
15. Provides timely and effective feedback to students.		
16. Meaningfully incorporates First Nations, Métis and Inuit peoples' worldviews and perspectives into learning environments.		
<b>SECTION 4: DIVERSITY &amp; SOCIAL JUSTICE</b>	<b>N   A   M</b>	<b>COMMENTS</b>
1. 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).		
2. Plans learning experiences that incorporate the resources and address the needs of multilingual students.		
3. Brings an understanding of how all people are connected to family, community, language, culture, and the natural world.		
4. Fosters a deeper understanding of Indigenous ways of knowing and being, history and culture.		
<b>SECTION 5: LANGUAGE, LITERACIES &amp; CULTURE</b>	<b>N   A   M</b>	<b>COMMENTS</b>
1. Communicates curriculum content clearly and accessibly.		
2. Models appropriate written and oral language at all times.		
3. Adjusts language (e.g., tone/formality/vocabulary) according to audience and/or context.		
4. Uses a variety of verbal and nonverbal modes to communicate (e.g., linguistic, audio-visual, digital, gestural).		
5. Emphasizes language development.		
6. Demonstrates respect for, and value of, the languages, heritages and cultures of First Nations, Métis and Inuit peoples.		
<b>SECTION 6: CLASSROOM CLIMATE</b>	<b>N   A   M</b>	<b>COMMENTS</b>
1. Values and cares for students and acts in their best interest.		
2. Organizes the physical environment for learning and safety.		
3. Establishes rapport with students and appropriate/safe classroom procedures.		
4. Demonstrates an awareness of each student's level of involvement and engagement.		
5. Reinforces classroom expectations and implements effective practice in classroom management.		
6. Maintains an engaged and participatory environment.		

OBSERVER'S NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

SIGNATURE:

DATE: \_\_\_\_\_