



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

**N** = Not yet meeting expectations**A** = Approaching expectations**M** = Meeting expectations

SECTION 1: PROFESSIONAL QUALITIES	N   A   M	COMMENTS
1. Demonstrates enthusiasm and positive attitude for teaching and learning.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Assumes the role and responsibilities of the teacher.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Understands educators are role models who act ethically and honestly.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Is dependable, punctual, proactive and responsible.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
5. Is respectful and cooperative with advisors and other professionals and contributes to the profession.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
6. Values the involvement and support of parents, guardians, families, and communities in the school.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
7. Contributes to the classroom and school community.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
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.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
SECTION 1: INQUIRY & REFLECTIVE PRACTICE	N   A   M	COMMENTS
1. Is open to and acts on advice to improve professional practice.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Uses effective cycle of questioning, reflection and action to improve practice.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Engages in constructive conversations with advisors.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Makes committed efforts to contribute towards truth, reconciliation and healing.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
5. Critically examines biases, attitudes, beliefs, values, and practices to facilitate change.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	



SECTION 3: CURRICULUM, PEDAGOGY & ASSESSMENT	N   A   M	COMMENTS
1. Plans according to appropriate goals/objectives/core competencies (cc's).	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Plans detailed units/lessons/learning experiences in advance.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Designs logically organized units/lessons/experiences linked to identified goals/objectives/cc's.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Designs units/lessons/experiences that engage students in meaningful learning.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
5. Demonstrates understanding of subject content.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
6. Integrates multi-modal (including digital) delivery options into classroom practice.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
7. Embraces differentiated instruction to meet the learning needs of all students.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
8. Lessons/experiences demonstrate overall coherence (introduction, content, conclusion).	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
9. Uses diverse and pedagogically-sound teaching strategies to engage learners.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
10. Understands and applies knowledge of student growth and development.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
11. Locates and uses appropriate resources to enhance instruction.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
12. Maintains appropriate records for assessment and evaluation.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
13. Uses a variety of formative assessment data to set goals, inform students and guide teaching.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
14. Uses appropriate summative assessment, evaluation and reporting strategies.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
15. Provides timely and effective feedback to students.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
16. Meaningfully incorporates First Nations, Métis and Inuit peoples' worldviews and perspectives into learning environments.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
SECTION 4: DIVERSITY & SOCIAL JUSTICE	N   A   M	COMMENTS
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).	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Plans learning experiences that incorporate the resources and address the needs of multilingual students.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Brings an understanding of how all people are connected to family, community, language, culture, and the natural world.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Fosters a deeper understanding of Indigenous ways of knowing and being, history and culture.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	



SECTION 5: LANGUAGE, LITERACIES & CULTURE	N   A   M	COMMENTS
1. Communicates curriculum content clearly and accessibly.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Models appropriate written and oral language at all times.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Adjusts language (e.g., tone/formality/vocabulary) according to audience and/or context.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Uses a variety of verbal and nonverbal modes to communicate (e.g., linguistic, audio-visual, digital, gestural).	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
5. Emphasizes language development.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
6. Demonstrates respect for, and value of, the languages, heritages and cultures of First Nations, Métis and Inuit peoples.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
SECTION 6: CLASSROOM CLIMATE	N   A   M	COMMENTS
1. Values and cares for students and acts in their best interest.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
2. Organizes the physical environment for learning and safety.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
3. Establishes rapport with students and appropriate/safe classroom procedures.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
4. Demonstrates an awareness of each student's level of involvement and engagement.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
5. Reinforces classroom expectations and implements effective practice in classroom management.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	
6. Maintains an engaged and participatory environment.	<input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> M	

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

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

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

SIGNATURE: \_\_\_\_\_