



RUBRIC TO SUPPORT PERFORMANCE CHECKLIST

SECTION 1: PROFESSIONAL QUALITIES

	Not yet meeting expectations (EMERGING)	Approaching expectations (DEVELOPING)	Meeting expectations (PROFICIENT)
1. Demonstrates enthusiasm and positive attitude for teaching and learning	<ul style="list-style-type: none"> • Demonstrates a negative attitude or lacks enthusiasm for teaching/learning 	<ul style="list-style-type: none"> • Generally demonstrates a positive attitude and/or enthusiasm for teaching/learning 	<ul style="list-style-type: none"> • Consistently demonstrates a positive attitude and enthusiasm for teaching/learning
2. Assumes the role and responsibilities of the teacher	<ul style="list-style-type: none"> • Is unable to assume the role or responsibilities of the teacher • Struggles with the demands of the teaching load 	<ul style="list-style-type: none"> • Beginning to assume the role and responsibilities of the teacher • at times is challenged by the demands of the teaching load 	<ul style="list-style-type: none"> • Consistently assumes the role and responsibilities of the teacher • Is able to meet the demands of the teaching load
3. Understands educators are role models who act ethically and honestly	<ul style="list-style-type: none"> • Is not always accountable for their actions and behavior 	<ul style="list-style-type: none"> • With support, endeavours to act in an ethical manner and to be accountable for their actions 	<ul style="list-style-type: none"> • Acts in an ethical manner and is accountable for their actions
4. Is dependable, punctual, proactive and responsible	<ul style="list-style-type: none"> • May be late or frequently absent • Is unreliable when given responsibilities and tasks • Does not initiate action independently, even when prompted 	<ul style="list-style-type: none"> • Is usually punctual • Is usually reliable when given responsibilities and tasks • Needs prompting before initiating any actions 	<ul style="list-style-type: none"> • Is consistently punctual • Is consistently reliable when given responsibilities and tasks • Initiates action independently without reminders
5. Is respectful and cooperative with advisors and other professionals and contributes to the profession	<ul style="list-style-type: none"> • Is frequently disrespectful and/or uncooperative with advisors and professionals • Does not engage, or reluctantly engages, in professional activities 	<ul style="list-style-type: none"> • Is respectful and cooperative with advisors and professionals, most of the time • Engages in professional activities when encouraged 	<ul style="list-style-type: none"> • Is consistently respectful and cooperative in all interactions with advisors and professionals • Actively engages in professional activities
6. Values the involvement and support of parents, guardians, families and communities in the school	<ul style="list-style-type: none"> • Does not show initiative to communicate with parents, guardians, families and communities even when prompted • Does not communicate in an effective or appropriate manner 	<ul style="list-style-type: none"> • Communicates with parents, guardians, families and communities infrequently • Needs support to communicate in an effective and appropriate manner 	<ul style="list-style-type: none"> • Initiates regular communication (e.g., conferences, introductory letters, classroom websites, etc.) • Communicates effectively and appropriately



<p>7. Contributes to the classroom and school community</p>	<ul style="list-style-type: none"> Does not contribute to the school community 	<ul style="list-style-type: none"> Contributes to the school community when approached, or in a very limited capacity 	<ul style="list-style-type: none"> Actively seeks to participate in, and contributes to, the school community
<p>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.</p>	<ul style="list-style-type: none"> Has not demonstrated a respect for the values and history of Indigenous peoples Does not demonstrate an understanding of, nor a commitment to, the TRC calls to action 	<ul style="list-style-type: none"> Is showing an increased awareness for the values and history of Indigenous peoples and, with support, is making efforts to incorporate this into practice With encouragement/support, is demonstrating an increased understanding of the TRC calls to action 	<ul style="list-style-type: none"> Proactively demonstrates a respect for the values and history of Indigenous peoples, and incorporates this into practice Demonstrates a committed and respectful understanding of the TRC calls to action

SECTION 2: INQUIRY AND REFLECTIVE PRACTICE

	<p>Not yet meeting expectations (EMERGING)</p>	<p>Approaching expectations (DEVELOPING)</p>	<p>Meeting expectations (PROFICIENT)</p>
<p>1. Is open to and acts on advice to improve practicum performance</p>	<ul style="list-style-type: none"> May be defensive or argumentative when receiving constructive criticism Does not act on feedback from advisor 	<ul style="list-style-type: none"> Is generally open to receiving constructive criticism Has difficulty implementing feedback from advisors effectively and/or in a timely manner 	<ul style="list-style-type: none"> Accepts constructive criticism, without defense Implements changes effectively, in a timely manner
<p>2. Uses effective cycle of questioning, reflection and action to improve practice</p>	<ul style="list-style-type: none"> Unable to identify strengths or areas that require improvement Unable to articulate reflective process (self-questioning and action) 	<ul style="list-style-type: none"> Is able to identify strengths and areas that require improvement, with guidance Able to articulate reflective process if asked or with support 	<ul style="list-style-type: none"> Consistently and accurately self-identifies strengths and areas that require improvement Able to articulate reflective process
<p>3. Engages in constructive conversations with advisors</p>	<ul style="list-style-type: none"> Is a passive participant in conversations with advisors 	<ul style="list-style-type: none"> At times is able to provide feedback and/or commentary during conversations 	<ul style="list-style-type: none"> Is an active and involved participant in all conversations with advisors
<p>4. Makes committed efforts to contribute towards truth, reconciliation and healing</p>	<ul style="list-style-type: none"> Shows limited evidence in integrating truth, reconciliation and healing into practice and does not seek guidance or support 	<ul style="list-style-type: none"> Is seeking and exploring ways to contribute towards truth, reconciliation and healing in their teaching/conduct and seeks guidance 	<ul style="list-style-type: none"> Takes initiative to contribute towards truth, reconciliation and healing, in their teaching/conduct and/or implements suggestions with increasing effectiveness
<p>5. Critically examines biases, attitudes, beliefs, values, and practices to facilitate change</p>	<ul style="list-style-type: none"> Makes minimal or no attempt to examine biases, attitudes, beliefs and values 	<ul style="list-style-type: none"> With support, is able to identify and occasionally address biases, attitudes, beliefs and values 	<ul style="list-style-type: none"> Is able to identify and address biases, attitudes, beliefs and values, and adjust practice accordingly



SECTION 3: CURRICULUM, PEDAGOGY AND ASSESSMENT

	Not yet meeting expectations (EMERGING)	Approaching expectations (DEVELOPING)	Meeting expectations (PROFICIENT)
1. Plans according to appropriate goals/objectives/core competencies	<ul style="list-style-type: none"> Is unable to select age/grade appropriate goals/objectives/core competencies, or selects materials that are not in accordance with curriculum 	<ul style="list-style-type: none"> Is able to select age/grade appropriate goals/objectives, with guidance 	<ul style="list-style-type: none"> Selects age/grade appropriate goals/objectives/core competencies
2. Plans detailed units/lessons/learning experiences in advance	<ul style="list-style-type: none"> Submits unit/lesson plans that do not contain sufficient detail Does not submit unit/lesson plans in advance, in accordance with advisor expectations 	<ul style="list-style-type: none"> Submits unit/lesson plans that are occasionally incomplete or lacking in adequate detail Unit/lesson plans are not consistently submitted in advance, in accordance with advisor expectations 	<ul style="list-style-type: none"> Consistently submits complete, detailed unit/lesson plans Consistently submits unit/lesson plans in advance, in accordance with advisor expectations
3. Designs logically organized units/lessons/experiences linked to identified goals/objectives/core competencies	<ul style="list-style-type: none"> Submits unit/lesson plans that lack logical organization Does not link unit/lesson plans to identified goals/objectives/core competencies 	<ul style="list-style-type: none"> Submits unit/lesson plans that are not always logically organized Does not always link unit/lesson plans to identified goals/objectives/core competencies 	<ul style="list-style-type: none"> Consistently submits organized unit/lesson plans which consider an appropriate scope and sequence Consistently links unit/lesson plans to identified goals/objectives/core competencies
4. Designs units/lessons/experiences that engage students in meaningful learning	<ul style="list-style-type: none"> Does not design unit/lesson plans that engage students in meaningful learning Does not consider students' interests, needs and/or abilities when preparing units/lessons 	<ul style="list-style-type: none"> Designs unit/lesson plans that do not always engage students in meaningful learning Occasionally considers students' interests, needs and/or abilities when preparing units/lessons 	<ul style="list-style-type: none"> Designs unit/lesson plans that consistently engage students in meaningful learning Consistently considers students' interests, needs and/or abilities when preparing units/lessons
5. Demonstrates understanding of subject content	<ul style="list-style-type: none"> Demonstrates limited understanding of subject content; makes numerous errors when explaining subject content 	<ul style="list-style-type: none"> Demonstrates an understanding of subject content; makes occasional errors when explaining subject content, and/or lacks breadth/depth of knowledge 	<ul style="list-style-type: none"> Demonstrates a thorough understanding of subject content
6. Integrates multi-modal (including digital) delivery options into classroom practice	<ul style="list-style-type: none"> Does not attempt to vary, and/or is unable to successfully implement, delivery options 	<ul style="list-style-type: none"> Is able to vary delivery options on occasion, usually when prompted or with support 	<ul style="list-style-type: none"> Is able to independently and competently integrate a variety of delivery options on a regular basis
7. Embraces differentiated instruction to meet the learning needs of all students	<ul style="list-style-type: none"> Does not make necessary adaptations/modifications, either independently or with guidance 	<ul style="list-style-type: none"> Makes necessary adaptations/modifications on occasion; needs reminders or support to do so consistently 	<ul style="list-style-type: none"> Is able to consistently make adaptations/modifications to address the individual needs of students



<p>8. Lessons/experiences demonstrate overall coherence (introduction, content, conclusion)</p>	<ul style="list-style-type: none"> Does not begin most lessons with a discernable or appropriate introduction (e.g., prior knowledge activation) Lacks coherence between introduction, content of the lesson, and conclusion Does not end most lessons with an appropriate conclusion 	<ul style="list-style-type: none"> Begins some lessons with engaging and/or appropriate introductions Developing coherence between introduction, content of the lesson, and conclusion Draws some lessons to an appropriate or effective conclusion 	<ul style="list-style-type: none"> Is able to consistently engage students with interesting and appropriate introductions Coherence is evident between introduction, content of the lesson, and conclusion Effectively and consistently draws lessons to an appropriate conclusion
<p>9. Uses diverse and pedagogically-sound teaching strategies to engage learners</p>	<ul style="list-style-type: none"> Uses limited or pedagogically-unsound teaching strategies 	<ul style="list-style-type: none"> Is developing effective and pedagogically-sound teaching strategies 	<ul style="list-style-type: none"> Uses a repertoire of effective and pedagogically-sound teaching strategies
<p>10. Understands and applies knowledge of student growth and development</p>	<ul style="list-style-type: none"> Does not demonstrate an understanding of student growth and development Units/lessons are not created with student growth and development in mind 	<ul style="list-style-type: none"> Is developing an understanding and occasionally applies knowledge of student growth and development Units/lessons show some knowledge of student growth and development 	<ul style="list-style-type: none"> Demonstrates an in-depth understanding and applies knowledge of student growth and development Units/lessons are created with student growth and development in mind
<p>11. Locates and uses appropriate resources to enhance instruction</p>	<ul style="list-style-type: none"> Does not use resources to enhance instruction (personal, school-based, community, etc.) 	<ul style="list-style-type: none"> Occasionally uses resources to enhance instruction 	<ul style="list-style-type: none"> Consistently uses resources to enhance instruction
<p>12. Maintains appropriate records for assessment and evaluation</p>	<ul style="list-style-type: none"> Does not maintain organized, comprehensive or current records 	<ul style="list-style-type: none"> Maintains records, but they may lack organization and/or completeness 	<ul style="list-style-type: none"> Maintains organized, comprehensive and current records
<p>13. Uses a variety of formative assessment data to set goals, inform students and guide teaching</p>	<ul style="list-style-type: none"> Demonstrates little understanding of, or places minimal value on, the link between assessment, student learning and planning Is not using formative assessment to guide instruction 	<ul style="list-style-type: none"> Is beginning to use assessment data to modify/adapt lessons, with guidance Is able to use formative assessment to guide instruction, with guidance 	<ul style="list-style-type: none"> Consistently and effectively uses assessment data to modify/adapt lessons to optimize student learning Is effectively using formative assessment to guide instruction
<p>14. Uses appropriate summative assessment, evaluation and reporting strategies</p>	<ul style="list-style-type: none"> Unable to plan for appropriate assessment, evaluation and reporting in all classes/subjects, even with constant assistance 	<ul style="list-style-type: none"> Able to plan for appropriate assessment, evaluation and reporting in all classes/subjects, with guidance 	<ul style="list-style-type: none"> Independently plans for appropriate assessment, evaluation and reporting in all classes/subjects
<p>15. Provides timely and effective feedback to students</p>	<ul style="list-style-type: none"> Rarely provides feedback Feedback is ineffective, inaccurate and/or delivered inappropriately 	<ul style="list-style-type: none"> Provides feedback, but it may be inconsistent and/or untimely Feedback may at times be ineffective, inaccurate and/or delivered inappropriately 	<ul style="list-style-type: none"> Provides consistent and timely feedback Feedback is effective, accurate and delivered appropriately



<p>16. Meaningfully incorporates First Nations, Métis and Inuit peoples' worldviews and perspectives into learning environments</p>	<ul style="list-style-type: none"> Does not attempt to incorporate meaningful First Nations, Métis and Inuit peoples' worldviews and perspectives into learning experiences 	<ul style="list-style-type: none"> Occasionally considers and incorporates meaningful First Nations, Métis and Inuit peoples' worldviews and perspectives into learning experiences 	<ul style="list-style-type: none"> Consistently and effectively includes meaningful First Nations, Métis and Inuit peoples' worldviews and perspectives
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SECTION 4: DIVERSITY AND SOCIAL JUSTICE

	<p>Not yet meeting expectations (EMERGING)</p>	<p>Approaching expectations (DEVELOPING)</p>	<p>Meeting expectations (PROFICIENT)</p>
<p>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)</p>	<ul style="list-style-type: none"> Does not understand the individual differences of all learners Does not attempt to address the individual needs of learners either in or out of the classroom 	<ul style="list-style-type: none"> Shows awareness of the individual differences of all learners Attempts to address the needs of some learners both in and out of the classroom 	<ul style="list-style-type: none"> Shows considerable understanding of the individual differences of all learners Addresses the needs of all learners both in and out of the classroom In and out of the classroom
<p>2. Plans learning experiences that incorporate the resources and address the needs of multilingual students</p>	<ul style="list-style-type: none"> Shows little appreciation for, or ability to incorporate, the resources that multilingual students bring to their learning Is not aware of, and/or does not plan for the unique learning needs of multilingual students 	<ul style="list-style-type: none"> Is trying to use the resources that multilingual students bring to their learning, but with limited frequency and/or effectiveness Is starting to plan for the unique learning needs of multilingual students, typically with assistance 	<ul style="list-style-type: none"> Finds effective ways to incorporate the rich resources that multilingual students bring to their learning Is effectively planning for the needs of multilingual students
<p>3. Brings an understanding of how all people are connected to family, community, language, culture, and the natural world</p>	<ul style="list-style-type: none"> Units/lessons do not show an appreciation for the connectivity of all aspects of society 	<ul style="list-style-type: none"> Units/lessons show some connection to the community 	<ul style="list-style-type: none"> Demonstrates an understanding of the larger school community and takes initiative to collaborate with other professionals in an effort to enhance student learning
<p>4. Fosters a deeper understanding of Indigenous ways of knowing and being, history and culture</p>	<ul style="list-style-type: none"> Does not respectfully incorporate units/lessons which foster a deeper understanding of Indigenous ways of knowing and being, history and culture 	<ul style="list-style-type: none"> Is exploring ways to respectfully incorporate units/lessons which foster a deeper understanding of Indigenous ways of knowing and being, history and culture 	<ul style="list-style-type: none"> Demonstrates and continues to explore ways to respectfully incorporate units/lessons which foster a deeper understanding of Indigenous ways of knowing and being, history and culture



SECTION 5: LANGUAGE, LITERACIES AND CULTURES

	Not yet meeting expectations (EMERGING)	Approaching expectations (DEVELOPING)	Meeting expectations (PROFICIENT)
1. Communicates curriculum content clearly and accessibly	<ul style="list-style-type: none"> Does not communicate curriculum content in either a clear or accessible manner 	<ul style="list-style-type: none"> Is becoming more effective at communicating curriculum content in a clear and/or accessible manner 	<ul style="list-style-type: none"> Communicates curriculum content in a clear and accessible manner
2. Models appropriate written and oral language at all times	<ul style="list-style-type: none"> Does not model appropriate written and oral language skills when communicating with others Communicates with frequent errors 	<ul style="list-style-type: none"> Needs the occasional reminder to model appropriate written and oral language skills when communicating with others Communicates with occasional errors 	<ul style="list-style-type: none"> Effectively and consistently models professional written and oral language skills when communicating with others Communicates without errors
3. Adjusts language (e.g., tone/formality/ vocabulary) according to audience and/or context	<ul style="list-style-type: none"> Does not adjust language to meet the needs of the audience and/or context 	<ul style="list-style-type: none"> Adjusts language to meet the specific needs of the audience and/or context, typically with guidance 	<ul style="list-style-type: none"> Effectively adjusts language to meet the needs of the audience and/or context
4. Uses a variety of verbal and nonverbal modes to communicate (e.g., linguistic, audio-visual, digital, gestural)	<ul style="list-style-type: none"> Demonstrates limited skill and/or variety in using different modes of communication 	<ul style="list-style-type: none"> Is attempting to effectively implement different modes of communication in the classroom 	<ul style="list-style-type: none"> Effectively uses a variety of modes of communication in the classroom
5. Emphasizes language development	<ul style="list-style-type: none"> Does not consider the importance of language development when planning/ implementing lessons 	<ul style="list-style-type: none"> Is beginning to focus on language development when planning/ implementing lessons 	<ul style="list-style-type: none"> Consistently emphasizes the importance of language development when planning/ implementing lessons
6. Demonstrates respect for, and value of, the languages, heritages and cultures of First Nations, Métis and Inuit peoples	<ul style="list-style-type: none"> Has not shown a respect for, nor a value of, Indigenous languages, heritages and cultures 	<ul style="list-style-type: none"> Embraces opportunities to show a respect for, and a value of, Indigenous languages, heritages and cultures 	<ul style="list-style-type: none"> Effectively demonstrates and continues to explore ways to show respect for, and value of, Indigenous languages, heritages and culture



SECTION 6: CLASSROOM CLIMATE

	Not yet meeting expectations (EMERGING)	Approaching expectations (DEVELOPING)	Meeting expectations (PROFICIENT)
1. Values and cares for students and acts in their best interest	<ul style="list-style-type: none"> Does not treat students equitably, with acceptance, dignity and respect Actions do not foster students' positive personal identity, well-being nor intellectual development 	<ul style="list-style-type: none"> Working towards treating students equitably, with acceptance, dignity and respect Working towards fostering students' positive personal identity, well-being and intellectual development 	<ul style="list-style-type: none"> Treats all students equitably, with acceptance, dignity and respect Fosters students' positive personal identity, well-being and intellectual development
2. Organizes the physical environment for learning and safety	<ul style="list-style-type: none"> Physical environment is often not arranged in a manner that is conducive to effective student learning and safety 	<ul style="list-style-type: none"> Physical environment of the classroom is not always conducive to effective student learning and safety 	<ul style="list-style-type: none"> Physical environment is consistently arranged to optimize student learning and safety
3. Establishes rapport with students and appropriate/safe classroom procedures	<ul style="list-style-type: none"> Demonstrates very little rapport with students, or shows rapport with a very limited number of students Interactions with students may be inappropriate or negative Does not communicate appropriate/safe classroom procedures and routines 	<ul style="list-style-type: none"> Is beginning to develop rapport with (more) students Interactions with students are becoming more appropriate and positive Communicates appropriate/safe classroom procedures and routines on a somewhat consistent basis 	<ul style="list-style-type: none"> Has developed a strong rapport with most students Interactions with students are consistently appropriate and positive Effectively communicates appropriate/safe classroom procedures and routines
4. Demonstrates an awareness of each student's level of involvement and engagement	<ul style="list-style-type: none"> Is aware of the involvement and engagement of relatively few students in the classroom Does not refocus off-task students 	<ul style="list-style-type: none"> Is aware of the involvement and engagement of most students in the classroom Does not always refocus off-task students 	<ul style="list-style-type: none"> Is consistently aware of the engagement and involvement of all students in the classroom Refocuses off-task students
5. Reinforces classroom expectations and implements effective practice in classroom management	<ul style="list-style-type: none"> Does not reinforce classroom expectations to any significant degree Does not respond appropriately or effectively to students' behaviours 	<ul style="list-style-type: none"> Inconsistently reinforces classroom expectations Responds to students' behaviours in an increasingly appropriate and effective manner 	<ul style="list-style-type: none"> Consistently reinforces classroom expectations Appropriately and effectively responds to students' behaviours
6. Maintains an engaged and participatory environment	<ul style="list-style-type: none"> Does not maintain an environment in which students are engaged and/or participating in classroom activities 	<ul style="list-style-type: none"> Maintains an environment in which students are generally engaged and participating in classroom activities 	<ul style="list-style-type: none"> Maintains an environment in which students are consistently engaged and participating in classroom activities