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|  | **Revised Performance Checklist**  **(Online/Remote Component)** |

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due to circumstances arising from the COVID-19 pandemic, teacher candidates are now required to complete a significant component of their extended practicum in a remote/online environment. The following checklist is an amended version of the UBC Teacher Education Performance Checklist, which addresses the unique nature of this practicum. Upon completion of the remote/online extended practicum, teacher candidates have shown evidence of competency in the following areas. **(NB. Given the unique nature of this experience, not all teacher candidates will have the opportunity to address all of these items.)**

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| **Standard** | **Demonstrated Competencies** | **Comments** |
| Educators value and care for all students and act in their best interests | * Recognizes access/equity needs; * Develops materials appropriate for all learners; * Considers individual needs in mode of learning and how students will represent their learning; * Connects with individual students to support/deliver individual instruction; * Is flexible or reflexive given unique situation and student needs |  |
| Educators are role models who act ethically and honestly. | * Understands and follows FIPPA, copyright, and related school district practices and protocols; * Exercises professional conduct including: regular/appropriate communication with students, families and advising triads * Respects the privacy of their colleagues, students and their families |  |
| Educators understand and apply knowledge of student growth and development. | * Designs developmentally appropriate learning opportunities which include SEL components; * Demonstrates an understanding of the length of learning/processing time and the connection with development and growth (which may alter in an online or self-directed format); * Develops learning resources that students can 'access' (varied modalities, formats depending on student learning needs and individual home situation); * Adapts/differentiates (as needed); * Works with students/families to identify individual education routines both synchronous and asynchronous modes |  |
| Educators value the involvement and support of parents, guardians, families and communities in schools | * Selects appropriate learning materials which are varied, inclusive (across culture, language, ethnicity, SOGI); and which, * Respects parents' time and the current situation - i.e. does not overwhelm them with long lists of tasks or expectations; * Sensitive to parents’ diversity of expertise in subject matter, technology, capacity and time; * Provides resources to assist in a home learning environment; * Recognizes and responds to unique needs of school community, class(es) |  |
| Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. | * Plans collaboratively with SA; creatively utilizes resources available for learning opportunities; * Adapts resources to learning environment; * Offers a variety of accessible modes of instruction and assessment; * Effectively engages students in teaching/learning process; * Assessment is both formative and summative and is clearly communicated to students and families; * Includes self-assessment; * Assessment considers equity of resources during this time |  |
| Educators have a broad knowledge base and understand the subject areas they teach | * Prepares relevant learning materials; preparation is linked to current educational research and resources; * Technology is used to thoughtfully deliver curriculum and does not obscure the content; * Practices critical reflections of teaching/learning process |  |
| Educators engage in career-long learning | * Demonstrates willingness and ability to adapt to changing situations; * Independently seeks out strategies and solutions to emerging issues; * collaborates regularly with colleagues and professional learning communities |  |
| Educators contribute to the profession | * Develops and shares resources; * Collaborates with SA/school community |  |
| Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis | * Through reflection, critically examines their own biases, attitudes, beliefs, values and practices; * Demonstrates value and respect for languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Metis by incorporating FPPL into remote learning practices; * Integrate First Nations, Inuit and Metis worldviews and perspectives into remote learning environments. |  |

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Faculty Advisor*  *School Advisor* |