



Student Teacher _____ UBC Student number _____
School _____ [] Interim [] Midpoint [] Final

Upon the completion of Practicum 1, Student Teachers are required to meet expectations for virtually all items on this checklist. They are expected to have demonstrated the ability to plan, implement and evaluate teaching at a standard expected of a beginning teacher. The Faculty reserves the right to require candidates to withdraw from the Faculty and/or to withhold its recommendation for certification if they are considered to be unsuited to proceed with the study or practice of teaching.

Section 1: Professional Qualities

- 1. Demonstrates enthusiasm and positive attitude for teaching/learning
2. Assumes the role of the teacher
3. Communicates effectively with students' families
4. Demonstrates a commitment to high professional and ethical standards
5. Is dependable, punctual, and responsible
6. Is respectful and cooperative with advisors and other professionals
7. Contributes to the classroom and school community

Comments

[Empty comment box for Section 1]

Section 2: Inquiry & Reflective Practice

- 1. Acts on advice to improve practice
2. Uses effective cycle of questioning, reflection and action
3. Links educational research to classroom practice

[Empty comment box for Section 2]

Section 3: Curriculum, Pedagogy & Assessment

- 1. Selects appropriate goals/objectives (in accordance with regional curriculum)
2. Prepares detailed scheme of work in advance
3. Designs logically organized scheme of work that support identified goals/objectives
4. Designs scheme of work that engage students in meaningful learning
5. Maintains appropriate records (assessment/ attendance)
6. Implements suitable introductions and conclusions
7. Uses diverse and pedagogically sound teaching strategies to engage all learners
8. Uses appropriate resources that enhance/improve teaching
9. Uses subject appropriate assessment, evaluation and reporting strategies
10. Uses assessment to set learning goals, motivate student learning and guide teaching
11. Provides timely and effective feedback to students
12. Demonstrates understanding of subject content

[Empty comment box for Section 3]

Section 4: Individual Differences and Social Justice

- 1. Shows an understanding of and seeks to address educational inequalities
2. Demonstrates positive regard for students and families of all ability, culture, religion, gender.
3. Understands and builds on the resources that multilingual students bring to their learning
4. Demonstrates sensitivity to individual differences

[Empty comment box for Section 4]

Section 5: Language, Literacies & Cultures

- 1. Communicates curriculum content clearly and accessibly
2. Adjusts register of language (e.g. tone/formality/vocabulary) according to audience and/or context
3. Demonstrates understanding and skill in using a variety of modes to communicate (e.g., linguistic, audio-visual, gestural)
4. Emphasizes language development in all curriculum areas

[Empty comment box for Section 5]

Section 6: Classroom Climate

- 1. Organizes the physical environment for learning
2. Develops rapport with students
3. Establishes appropriate/safe classroom procedures
4. Reinforces classroom expectations
5. Maintains an engaged and participatory environment
6. Uses suitable gestures, proximity, wait-time.

[Empty comment box for Section 6]

Student Teacher's Signature _____ Observer's Signature _____ Date _____