



Faculty of Education Practicum Assessment Rubric

This rubric is intended to assist both the Teacher Candidate and the Associate Teacher in making judgments about demonstrated levels of teaching proficiency. **Teacher Candidates and Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his BEd Year.** Please note that Teacher Candidates working primarily at the “Marginal” level are **not** currently meeting the required expectations for professional practice required by Queen’s University.

If a Teacher Candidate receives **5 or more total** ratings of “Marginal” in any practicum block on the **Formative or Summative assessment**, the Faculty Liaison shall initiate a Practicum Review Form. Faculty Liaisons, Associate Teachers and Candidates will negotiate appropriate next steps.

Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Very Good	Excellent
I – Professionalism					
1. Initiative & Dependability		Does not actively seek direction or requires monitoring to assure completion of assigned tasks	Is dependable in completing formally assigned classroom responsibilities	Effectively assumes appropriate degree of responsibility for the classroom; takes initiative to contribute to students’ learning in many ways	Makes an outstanding contribution to teaching and learning
2. Discretion & Professional Judgement		Does not demonstrate discretion appropriate to the profession	Is not consistently discrete and professional in relation to classroom or school practices	Uses appropriate professional judgement and discretion in relation to interactions with students; demonstrates sound judgement in dealing with parents, peers and colleagues	Analyzes and adapts effectively to unexpected circumstances, and changes in the classroom situation; demonstrates sophisticated judgement in all situations
3. Response to Mentorship		Requires continuous coaching to connect Associate Teacher’s feedback to the improvement of teaching practice	Incorporates Associate Teacher-initiated feedback to enhance teaching and learning	Invites and incorporates Associate Teacher feedback about improving teaching practices ; demonstrates progress towards teaching and learning goals; uses self-reflection and assessment information to inform next steps for teaching practice	Is proactive in shaping, revising, pursuing and demonstrating professional growth during the practicum

Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Very Good	Excellent
II – Supporting a Community of Learners					
1. Promoting a Safe and Trusting Learning Community		Is unaware of how students' disruptive behaviour is affecting their learning	Addresses student behaviours that interrupt or jeopardize the teaching and learning context inconsistently	Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom for all students	Demonstrates a high degree of skill and consistency in monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students
2. Promoting Student Independence		Does not allow students to make decisions about learning or classroom activities independent of her/his approval	Provides students with options in how to proceed in their learning; does not use appropriate strategies for following up	Structures learning so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations	Guides students in setting goals; making and implementing decisions about use of time and resources; collecting and using feedback; as well as representing and critiquing their learning
III – Planning and Preparing					
1. Use of curriculum documents		Creates activities with no apparent reference or connection to Ontario curriculum documents	Creates learning activities with occasional reference to relevant Ontario curriculum expectations	Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students; demonstrates sound knowledge of appropriate subject matter	Creates an integrated set of learning activities that can be mapped on to a set of general and specific expectations located in one or more curriculum areas, strands or subheadings
2. Sequencing of steps in a lesson or unit		Develops sequences in lessons in a random, inappropriate way	Creates lessons in a way that is beginning to show consistent attention to students' previous learning	Creates developmentally appropriate lessons in a way that connects students' prior knowledge to appropriate next steps and new learning; plans for appropriate student involvement and follow-up activities	Sequences lessons so that critical knowledge and skills are revisited in different ways, in different contexts and at different times
3. Differentiation		Does not consider students' learning and development levels; does not provide differentiation in lessons or assessment	Structures differentiated learning activities inconsistently	Designs learning and assessment activities that are deliberately differentiated based on students' needs; demonstrates understanding of use of appropriate accommodations and modifications for individual students	Designs learning and assessment activities that are deliberately differentiated based on students' interests and needs; demonstrates sophisticated understanding of student development
4. Resources		Relies on associate teacher to identify all instructional resources	Uses a limited but additional range of independently selected teacher and student resources	Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment	Engages students in creating, locating and critiquing specific resources for learning; uses a wide range of high quality resources to support the development of information literacy skills

Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Very Good	Excellent
IV. Lesson Presentation					
1. Instructional Strategies		Uses a limited number of strategies without reference to student needs, the curriculum or current research into effective teaching	Uses few appropriate teaching strategies to match curriculum and needs of students; ignores current research into effective practices	Uses a wide variety of appropriate teaching/learning strategies based on student interests and needs, as well as current research on effective teaching practices	Uses with great skill a wide variety of appropriate teaching and learning strategies based on student interests, needs, development levels and current research on effective teaching practices
2. Lesson Management		Does not employ appropriate lesson management strategies to deal with materials, time and activities	Uses appropriate lesson management strategies for materials, timing and learning activities inconsistently;	Uses a variety of effective strategies for managing materials, time, and learning activities to meet the needs of all learners	Demonstrates sophisticated grasp of effective strategies for managing materials, time and learning activities to meet needs of all learners
3. Awareness of Classroom Dynamics		Continues with plans regardless of student responses; ignores evidence of student difficulties with a particular strategy/lesson	Uses observations of lesson effectiveness and adjusts lessons occasionally; is unable to be consistent in adapting lessons during their implementation stage	Adjusts or modifies teaching and learning activities based on student responses; works to engage students both in the learning and with each other	Observes difficulties in student understanding and knows how to adjust lessons to respond effectively to the situation; is consistently able to observe and modify activities to match student needs during lessons
4. Appropriate and Effective Use of Language		Uses language in ways that are unacceptable for students to model and understand; does not use effective questioning	Uses language and questioning in inconsistent ways for modeling purposes and to support student learning	Expresses ideas, directions and options clearly; models a standard for oral and written work; uses effective questioning to extend learning and effectively uses strategies such as wait time and checking for understanding to engage all students.	Uses exemplary language; uses questioning, directions, written and oral communications in a sophisticated way to engage all students in learning

Elements of Practice	No Opportunity to Demonstrate	Marginal	Satisfactory	Very Good	Excellent
V. Assessment					
1. Assessment <i>for</i> Learning		Uses assessment results primarily to make judgments about students' achievement and potential for learning	Uses student assessment results as feedback for making decisions about subsequent instruction and learning activities	Uses assessment to monitor how students' learning is progressing and to help students focus their skill building and academic growth	Creates the conditions and tools necessary for a combination of ongoing self, peer and teacher feedback that helps students extend their learning in deep and meaningful ways
2. Assessment <i>as</i> Learning		Keeps students dependent on the teacher for approval of their thinking processes and their learning products	Encourages students to use assessment information to identify their learning strengths and weaknesses and to set short term curricular and personal learning goals	Guides students in how they can use assessment information to monitor their learning, and track their progress towards the achievement of curricular and personal learning goals	Creates an environment where students use assessment information to determine or negotiate with the teacher the learning processes and resources, that best address their learning needs and goals
3. Assessment <i>of</i> Learning		Makes judgments about students' achievement based on assessments that provide minimal or inadequate information	Creates and uses well designed assessment(s) that contribute to adequate and accurate judgments about students' achievement of individual, specific learning expectations	Creates and uses a variety of well-designed instruments to assess students' learning and describes their achievement in relation to well-defined standards of performance	Aligns a variety of assessments with curriculum expectations, instruction and the individual needs of students, enabling judgments about student achievement to be accurate, transparent, and equitable