**Extended Practicum Assessment**

**EXPR422, EXPR425**

\*\*PLEASE COMPLETE AND SIGN IN DIGITAL FORMAT\*\*

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| --- | --- |
| Date:  | School:  |
| Teacher candidate:  | School address:  |
| Student number:  | Collaborating teacher(s):  |
| Course:  | Teaching grade(s) and areas:  |

Instruction:

The College of Education is now using an electronic filing system. Therefore, we ask for your cooperation with following:

1. The collaborating teacher, teacher candidate, and facilitator should TYPE all information and comments in this fillable form. Documents are also available online: <https://education.usask.ca/academics/undergraduate-students/current-students/field-experiences/practicums/extended-practicum.php#top>
2. The facilitator will start the document with their assessment piece and send it to the teacher candidate and collaborating teacher. The teacher candidate will upload the working version of the final assessment to Canvas so that the facilitator can review the assessment for clarity, consistency, and professional language.
3. Once revised, the teacher candidate is responsible for getting all signatures from the CT, Principal, and Facilitator. (Digital signatures are preferred). Please prepare this in a timely manner so that people have an appropriate length of time in which to read and sign.
4. Please name the completed PDF in the following format: **LASTNAME\_FirstName\_StudentNumber\_CourseCode\_MMMYYYY**

**(e.g., DOE\_Jane\_12345678\_EXPR422\_DEC2023)**

1. The teacher candidate will upload the finalized, signed PDF to their Canvas section.

***Note: The extended practicum assessment is an official document on which the teacher candidate relies as documentation of their teaching experience.***

**Rubric for Assessing Teacher Candidate Competencies:**

In alignment with the *SPTRB’s Teacher Education Certification and Classification Competencies (2022)* document.

**Rubric for Assessing Teacher Candidate Practices:**

In alignment with the *Supporting Student Assessment in Saskatchewan* document, this rubric is designed to help cooperating teachers, facilitators, and student teachers assess specific teaching practices. The rubric reflects three guiding principles:

1. Assessment is a balanced approach, using both formative and summative results to guide next steps in learning.
2. It encourages students to reach their full potential by identifying both strengths and areas for growth.
3. It provides clear information on areas where students demonstrate competency and areas needing further development.

**Competencies Rubric**

**(To be completed by Collaborating Teacher as part of Assessment Summary Form)**

\*\*adapted from the SPTRB Teacher Education Certification and Classification Competencies, 2022\*\*

***For each TECC Competency, please choose the overall level of teacher candidate achievement. (Do not write any comments)***

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| 1. **Professionalism Competencies**
 |
|  *The teacher candidate:*  | **Midterm** | **Final** |
| * 1. demonstrates the ability to maintain respectful, mutually supportive, and equitable professional relationships with learners, colleagues, families, and communities.
 | Click to select. | Click to select. |
| * 1. demonstrates ethical behavior and the ability to work in a collaborative manner for the good of all learners.
 | Click to select. | Click to select. |
| * 1. demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners.
 | Click to select. | Click to select. |
| * 1. demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.
 | Click to select. | Click to select. |

Please note the additional spaces at the bottom of the table to describe contextual evidence and indicators.

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| **Professional Practices** |
| *To what degree does the Teacher Candidate:* | **Midterm** | **Final** |
| Confer with collaborating teacher about lessons prior to teaching | Click to select.  | Click to select.  |
| Share lesson plans with adequate time for changes | Click to select.  | Click to select.  |
| Communicate with parents on a regular basis | Click to select.  | Click to select.  |
| Work with other professionals in the classroom | Click to select.  | Click to select.  |
| Respect the confidential nature of information about students or about situations | Click to select.  | Click to select.  |
| Check in with students to support readiness for learning | Click to select.  | Click to select.  |
| Investigate the nature of the community, its place, and its culture | Click to select.  | Click to select.  |
| Navigate through the emotional and physical expectations of a school day  | Click to select.  | Click to select.  |
| Demonstrate attendance and participation as required and/or negotiated in College and/or field settings | Click to select.  | Click to select.  |
| Build working relationships with all members of a school team, ethically (STF Code of Ethics) and sensitively | Click to select.  | Click to select.  |
| Demonstrate compassion, integrity, concern for others, interpersonal skills and internal motivation | Click to select.  | Click to select.  |
| Demonstrate intrinsic motivation | Click to select.  | Click to select.  |
| Attend to all students by moving around the room, maintaining eye contact, or implementing pre-arranged signals | Click to select.  | Click to select.  |
| Remain calm and respond appropriately when problems arise, including outside the instructional day  | Click to select.  | Click to select.  |
| Attend to the needs of several groups in the classroom | Click to select.  | Click to select.  |
| Ease transitions by providing notice that the activity is about to change | Click to select.  | Click to select.  |
| Model respect for all languages used by students and use tools to assist student achievement of outcomes | Click to select.  | Click to select.  |
| Involve quiet or disengaged students | Click to select.  | Click to select.  |
| Use technology according to the acceptable use policy of the educational organization, both inside and outside of the instructional day | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |

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| 1. **Knowledge Competencies**
 |
|  *The teacher candidate:*  | **Midterm** | **Final** |
| * 1. demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples.
 | Click to select. | Click to select. |
| * 1. demonstrates knowledge of First Nations, Métis & Inuit culture and history, (e.g., treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships.
 | Click to select. | Click to select. |
| * 1. demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge).
 | Click to select. | Click to select. |
| * 1. demonstrates an understanding of the organizational and legal contexts of schooling.
 | Click to select. | Click to select. |
| * 1. demonstrates proficiency in the language of instruction.
 | Click to select. | Click to select. |
| * 1. demonstrates ability to use technologies readily, strategically, and appropriately.
 | Click to select. | Click to select. |
| * 1. demonstrates ability to strive for/pursue new knowledge.
 | Click to select. | Click to select. |

Please note the additional spaces at the bottom of the table to describe contextual evidence and indicators.

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| **Knowledge Practices** |
| *To what degree does the Teacher Candidate:* | **Midterm** | **Final** |
| Understand the impact legacy of Indigenous Residential Schools (IRS) and include this in lessons and units  | Click to select.  | Click to select.  |
| Implement Indigenous ways of knowing and learning  | Click to select.  | Click to select.  |
| Incorporate elements of Indigenous cultures in teaching (i.e. storytelling, medicine wheel, sharing circles, connection to the land, etc.)  | Click to select.  | Click to select.  |
| Incorporate Treaty Kit resources  | Click to select.  | Click to select.  |
| Make cross-curricular connections within lessons/units  | Click to select.  | Click to select.  |
| Connect prior learning (across other subjects) to the current outcome  | Click to select.  | Click to select.  |
| Investigate school and division polices  | Click to select.  | Click to select.  |
| Adhere to privacy laws  | Click to select.  | Click to select.  |
| Demonstrate the memory necessary to recall, integrate and synthesize information.  (B.Ed. Essential Skill)  | Click to select.  | Click to select.  |
| Display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaborating in terms of developing and adapting student programs (B.Ed. Essential Skill)   | Click to select.  | Click to select.  |
| Speak and hear (independently or through successful use of augmentative/alternative communication) and interact with students in order to effectively and efficiently deliver and assess lessons (B.Ed. Essential Skill)  | Click to select.  | Click to select.  |
| Create opportunities to incorporate land-based instruction  | Click to select.  | Click to select.  |
| Make connections between the current learning to prior learning  | Click to select.  | Click to select.  |
| Using language that is audience appropriate (for example, using language students will understand or avoiding overtechnical language)  | Click to select.  | Click to select.  |
| Discern whether technology was chosen as a best tool for instruction or as motivation  | Click to select.  | Click to select.  |
| Communicate in a strong, confident manner  | Click to select.  | Click to select.  |
| Is aware of the place and peoples of the community so that terminology is specific and reflective in lessons and units (in both planning and delivery) | Click to select.  | Click to select.  |
| Draw from prior experiences of and learning from OTC training, ECUR 265, EDLCs & reconciliation activities and the holistic observation to address FNMI and TRC in lessons | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |

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| 1. **Instructional Competencies**
 |
|  *The teacher candidate:*  | **Midterm** | **Final** |
| * 1. demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes.
 | Click to select. | Click to select. |
| * 1. demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation
 | Click to select. | Click to select. |
| * 1. demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical, and spiritual beings
 | Click to select. | Click to select. |

Please note the additional spaces at the bottom of the table to describe contextual evidence and indicators.

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| **Instructional Practices** |
| *To what degree does the Teacher Candidate:* | **Midterm** | **Final** |
| Incorporate assessment/evaluation strategies that measure the achievement of the outcome  | Click to select.  | Click to select.  |
| Use a variety of Assessment FOR, AS, and OF Learning techniques  | Click to select.  | Click to select.  |
| Use school-based data, with a Professional Learning Community, to guide instruction  | Click to select.  | Click to select.  |
| Explain the outcome to students at the start of the lesson so that they understand their goal for the lesson  | Click to select.  | Click to select.  |
| Adapt instruction, environment, and/or assessment to meet student needs  | Click to select.  | Click to select.  |
| Model a variety of instructional approaches (e.g., workshop model, inquiry, group work, discussions, etc.)  | Click to select.  | Click to select.  |
| Differentiate classroom environment, assessment, and instructional strategies to provide flexibility in pace, place, interest and ability  | Click to select.  | Click to select.  |
| Demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records, and displaying information. (B.Ed. Essential Skill)  | Click to select.  | Click to select.  |
| Demonstrate all key elements of lesson planning including the conclusion (wrap-up) of the lesson, bringing the focus back to the outcome/I Can statement | Click to select.  | Click to select.  |
| Allow students to do a mock quiz and do their own marking so they can establish their own learning goals  | Click to select.  | Click to select.  |
| Provide students with “I can” statements at the beginning of the lesson (or the outcome and indicator for older students)  | Click to select.  | Click to select.  |
| Structure class time so that majority of class is student-led (v. teacher driven)  | Click to select.  | Click to select.  |
| Adjust level or type of question to elicit participation or higher order thinking from students  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |

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| 1. **Curricular Competencies**
 |
|  *The teacher candidate:*  | **Midterm** | **Final** |
| * 1. demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the SK Ministry of Education.
 | Click to select. | Click to select. |
| * 1. demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspectives into all teaching areas.
 | Click to select. | Click to select. |
| * 1. demonstrates the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive, and meaningful ways.
 | Click to select. | Click to select. |

Please note the additional spaces at the bottom of the table to describe contextual evidence and indicators.

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| **Curricular Practices** |
| *To what degree does the Teacher Candidate:* | **Midterm** | **Final** |
| Understand outcomes and explain their meaning and intent to students and parents  | Click to select.  | Click to select.  |
| Understand the direction (and scope and sequence) of a particular subject, as explained in the complete curriculum document  | Click to select.  | Click to select.  |
| Design lessons and units that incorporate the Broad Areas of Learning and the Cross-curricular competencies  | Click to select.  | Click to select.  |
| Make learning connections to family, community, and place | Click to select.  | Click to select.  |
| Teach and learn in a holistic manner to honour the mental, spiritual, emotional and physical aspects of self  | Click to select.  | Click to select.  |
| Demonstrate respect for Indigenous cultures, histories, and perspectives  | Click to select.  | Click to select.  |
| Plan lesson around “decolonization”  | Click to select.  | Click to select.  |
| Make connections between theory and practice  | Click to select.  | Click to select.  |
| Use “teachable moments” to frame an outcome and indicator  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |
|  | Click to select.  | Click to select.  |

**COLLABORATING TEACHER’S ASSESSMENT**

Summarize the teacher candidate’s progress toward TECC competencies. Commenton teacher candidate’s capacity to take risks and make mistakes as part of professional growth as well as ability to accept feedback in a professional growth-oriented manner: (Maximum 100 words)

Final:

Midterm:

|  |  |  |
| --- | --- | --- |
| Collaborating Teacher’s overall assessment of practicum:  | Midterm: Click to select.  | Final: Click to select.  |

**FACILITATOR’S ASSESSMENT (Max. 100 words)**

Midterm:

Final:

|  |  |  |
| --- | --- | --- |
| Facilitator’s overall assessment of practicum:  | Midterm: Click to select.  | Final: Click to select.  |

**TEACHER CANDIDATE’S SELF ASSESSMENT (Max. 100 words)**

Midterm:

Final:

|  |  |  |
| --- | --- | --- |
| Overall self-assessment of practicum: | Midterm: Click to select.  | Final: Click to select.  |



**EXTENDED PRACTICUM ASSESSMENT**

**DECLARATION PAGE**

I, Click or tap here to enter text., have carefully read and

discussed this evaluation with my collaborating teacher and extended practicum facilitator.

|  |  |
| --- | --- |
| Date:  |  |
| Teacher Candidate’s Name:  |  |
| Teacher Candidate’s Student Number:  |  |
| Collaborating Teacher’s Name:  |  |
| Principal’s Name:  |  |
| Facilitator’s Name:  |  |

Signatures:

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Collaborating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_