

TC Name: _____
 AT Name: _____
 Grade/Subject: _____ Date: _____

Options:
FD = Frequently Demonstrated
OD = Occasionally Demonstrated
BD = Beginning to Demonstrate
NYD = Not Yet Demonstrated
 Note **X** in the relevant cells

FORMATIVE ASSESSMENT

FD **OD** **BD** **NYD**

PROFESSIONAL RESPONSIBILITIES

Demonstrates initiative, active engagement and a positive, asset-based approach				
Engages in inquiry and reflective practice, and is receptive and responsive to feedback				
Demonstrates flexibility, adaptability, risk-taking and creativity				
Demonstrates preparedness for all practicum responsibilities				
Demonstrates regular attendance and punctuality (and follows MT protocol related to all absences)				

DIVERSITY AND EQUITY

Uses strategies and language that are inclusive and provides equitable learning for all students				
Demonstrates and promotes respect for all identities and abilities				
Incorporates appropriate accommodations and modifications as needed				

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

Demonstrates an interest in school activities				
Communicates effectively with school personnel, parents and/or community				
Is cognizant of and adheres to school practices and routines				

UNDERSTANDING CURRICULUM AND THE LEARNER

Demonstrates clear, engaging, supportive and instructionally effective language				
Demonstrates a commitment to getting to know students' interests and strengths				
Uses a variety of effective questioning to facilitate student inquiry and learning				
Demonstrates knowledge of subject areas, child development and diverse learning styles				

ASSESSMENT, PLANNING AND INSTRUCTION

Plans lessons/units from an outcomes-based perspective using the Ontario provincial expectations				
Plans include instructional strategies appropriate to students' developmental stages and needs				
Plans include assessment strategies and assessment criteria appropriate to expectations				
Uses appropriate assessment and evaluation tools and strategies to gather information about student learning and uses this information to inform planning and instruction				

CLASSROOM MANAGEMENT

Uses a variety of techniques that are fair and consistent in preventing and responding to misbehaviour				
Fosters respect and establishes a positive classroom climate with students				
Develops useful routines, communicates and adheres to procedures, revising them as needed				
Prepares materials, resources and sets up classroom appropriately for lessons				

Formative Assessment (please check one): TC is **Meeting Expectations***
 TC is **At-Risk of Failing****

(If TC is At-Risk of Failing please email this form to mtpracticum@utoronto.ca)

* In light of the fact that the percentage of teaching is expected to increase in the second half of the placement, a designation of "meeting expectations" on the Formative Assessment should not be interpreted as the final outcome of the practice teaching experience.

** A TC is at-risk of failing if: A Year 1 TC has one or more checks in the Not Yet Developed column.
 A Year 2 TC has one or more checks in the Not Yet Developed or Beginning to Demonstrate.