

Associate Teachers use the following criteria to assess progress during teaching practicum. They will tick the box where they see a particular strength and add a short comment where appropriate. As this is the first practicum and pre-service teachers have not as yet undertaken any curriculum papers, it is not expected that they will have strengths in curriculum areas. http://edlinked.foe.waikato.ac.nz/~primary_practicum.

CRITERIA FOR FIRST GRADUATE TEACHING PRACTICUM

1 PROFESSIONAL RELATIONSHIPS AND VALUES			
a) How effectively does the pre-service teacher demonstrate their knowledge of, and ability with professional values and ethics by their:			
	Dress, speech, punctuality, maturity, poise.		
	Commitment, involvement, cooperation.		
	Resourcefulness, initiative, enthusiasm.		
	Reliability, resilience, responsibility.		
	Flexibility, sense of humour, composure.		
	Willingness to accept constructive advice and act on it.		
	Concern for continuing professional growth.		
	Being able to put aside personal problems at work.		
b) How effectively does the pre-service teacher demonstrate their ability to develop relationships with learners by:			
	Using appropriate body language/eye contact, facial expression and gesture. Avoiding repetitive mannerisms of speech and gesture.		
	Using students' names and pronouncing them correctly.		
	Relating to students as individuals in the class.		
	Talking and interacting with students.		
	Listening carefully to students' responses and acknowledging their contributions.		
	Using clear, unambiguous language related to the ability of the students.		
	Developing a positive working relationship with the students.		
c) How effectively does the pre-service teacher demonstrate their ability to develop professional relationships with colleagues by:			
	Being considerate of Associate Teacher and other staff.		
	Working as a cooperative team member with those who share responsibility for the learning and wellbeing of students.		
2 PROFESSIONAL KNOWLEDGE			
a) How effectively does the pre-service teacher demonstrate their knowledge of what to teach by:			
	Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.		Developing awareness
	Selecting and organising suitable resources.		
b) How effectively does the pre-service teacher show that they have knowledge of learners and how they learn by:			
	Demonstrating concern for the welfare of students.		
	Projecting personality effectively with students, gaining their respect and encouraging their learning.		
	Using appropriate resources, equipment and technology.		
	Selecting strategies appropriate to the individual or class.		
	Asking a variety of appropriate questions.		
3 PROFESSIONAL PRACTICE:			
a) How effectively does the pre-service teacher demonstrate their ability in planning and teaching through:			
	Their ability in oral and written communication, including standard of grammar, spelling and punctuation.		
	Selecting and writing appropriate and clearly stated achievement objectives, specific learning intentions and success criteria		Developing awareness
	Selecting suitable teaching steps, strategies and activities when working with a variety of groups and the whole class.		
	Preparing adequate lesson plans which incorporate the essential elements required.		Model provided
	Meeting the requirements of both the University and Associate Teacher effectively.		

b) How effectively does the pre-service teacher demonstrate their knowledge of assessment and evaluation by:			
	Systematically and critically reflecting on own teaching and children's learning.		
	Recording assessment effectively, with links to stated specific learning intentions, learning outcomes, success criteria and to future objectives.		Developing awareness
	Encouraging students to assess their own achievement.		Developing awareness
	Keeping accurate and tidy records.		
	Maintaining adequate records of the Associate Teacher's teaching and general classroom procedures.		
	Keeping up to date with tasks set by the University and Associate.		
	Recording ideas, procedures and strategies from observation and discussion with associate teacher.		
	Keeping an effective, organised and suitably tabbed ring binder folder or equivalent.		
c) How effectively does the pre-service teacher demonstrate their ability in classroom management by:			
	Giving clear instructions and use of 'wait time'.		
	Organising appropriate seating, movement and work areas.		
	Using effective attention gaining skills.		
	Using appropriate and authentic praise.		
	Monitoring and promoting children's responsibility for learning and behaviour.		
	Presenting a consistent, confident and comfortable role model.		
	Being firm with, but supportive of students.		
	Providing opportunities for students to work independently and develop problem solving and metacognitive strategies.		
	Reacting appropriately to a variety of behaviours to maintain quality learning.		
	Managing individuals/groups/class with confidence in a variety of situations, including outside the classroom.		Developing awareness
	Using a range of effective management strategies		Developing awareness
	Maintaining class routines.		
	Delivering lessons with confidence and skill.		
	Using variation in voice, pitch, volume, tone and expression.		
	Developing and sequencing lesson progression in interesting, appropriate and logical ways.		
	Pacing lessons to meet needs of students and designated time frames.		