

Evaluative lecturers and Associate Teachers use the following criteria to assess pre-service teachers. The criteria should be used by pre-service teachers and Associates, to set goals and assess progress, throughout the practicum. The criteria may also be found in the back of the pre-service teacher *Practicum 2 Handbook* and on the practicum website. [http://edlinked.foe.waikato.ac.nz/~primary\\_practicum](http://edlinked.foe.waikato.ac.nz/~primary_practicum)

## CRITERIA FOR SECOND GRADUATE TEACHING PRACTICUM

<b>1 PROFESSIONAL RELATIONSHIPS AND VALUES</b>			
<b>a) How effectively does the pre-service teacher demonstrate their knowledge of, and ability with professional values and ethics by their:</b>			
	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.		
	Awareness of issues outside the classroom.		
	Being able to put aside personal problems at work.		
<b>b) How effectively does the pre-service teacher demonstrate their ability to develop relationships with learners by:</b>			
	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.		
<b>c) How effectively does the pre-service teacher demonstrate their ability to develop professional relationships with colleagues by:</b>			
	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.		
<b>2 PROFESSIONAL KNOWLEDGE</b>			
<b>a) How effectively does the pre-service teacher demonstrate their knowledge of what to teach by:</b>			
	Beginning to develop an increasing content and pedagogical content knowledge appropriate to the learners and learning areas of the class programme.		
	Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.		
	Selecting and organising suitable resources.		
<b>b) How effectively does the pre-service teacher show that they have knowledge of learners and how they learn by:</b>			
	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.		
<b>c) How effectively does the pre-service teacher show their awareness of what influences learning and teaching by:</b>			
	Understanding and having respect for the Treaty of Waitangi, Te Reo Maori me nga tikanga-a-iwi in their implementation and practice.		
	Having an awareness of issues outside the classroom.		
	Beginning to recognise how different values and beliefs may impact on learners.		

	Demonstrating developing understanding of issues of equity and the place of bicultural practices in the school.		
	Using Te Reo Maori me nga tikanga-a-iwi appropriately in their classroom.		
<b>3 PROFESSIONAL PRACTICE:</b>			
<b>a) How effectively does the pre-service teacher demonstrate their ability in planning and teaching through:</b>			
	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		
	Selecting suitable teaching steps, strategies and activities when working with a variety of groups and the whole class.		
	Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.		
	Planning appropriate units or series of lessons with skill and efficiency in interesting, appropriate and logical ways.		
	Using acceptable models to present and organise written planning efficiently, effectively and punctually.		
	Meeting the requirements of both the University and Associate Teacher effectively.		
	Planning a group programme in consultation with the Associate Teacher.		
	Using relevant and up to date teaching and learning resources.		
	Using a variety of teaching techniques and learning media.		
	Gaining attention effectively and motivating and maintaining student's interest.		
	Actively involving students in the learning process.		
	Implementing planning flexibly.		
	Reviewing and summarising for appropriate lesson conclusion.		
	Revealing strengths in particular curriculum areas.		
	Have a developing understanding of the purpose and aims of the New Zealand Curriculum.		
<b>b) How effectively does the pre-service teacher demonstrate their knowledge of assessment and evaluation by:</b>			
	Systematically and critically reflecting and refining their own practice.		
	Responding to observed students' needs and previous assessments and including these in future planning.		
	Recording assessment effectively, with links to stated specific learning intentions, learning outcomes, success criteria and to future objectives.		
	Encouraging students to assess their own achievement.		
	Keeping accurate and tidy records.		
	Recording data consistent with assessment policies and the practices of the school and the associate teacher.		
	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.		
<b>c) How effectively does the pre-service teacher demonstrate their ability in classroom management by:</b>			
	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.		
	Using a range of effective management strategies		
	Maintaining class routines.		
	Maintaining consistent and effective management patterns for extended periods of time, e.g. half days – full days.		
	Delivering lessons with confidence and skill.		
	Using variation in voice, pitch, volume, tone and expression.		
	Using appropriate body language, eye contact, facial expression and gesture, avoiding repetitive mannerisms of speech and gesture.		
	Developing and sequencing lesson progression in interesting, appropriate and logical ways.		
	Pacing lessons to meet needs of students and designated time frames.		