

Evaluative lecturers and Associate Teachers use the following criteria to assess pre-service teachers. This 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 Profile and Report* booklet and on the practicum website. http://edlinked.foe.waikato.ac.nz/~primary_practicum.

CRITERIA FOR FINAL 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.	
	Understanding of the implications of the New Zealand Teachers Council Code of Ethics/Nga Tikanga Matatika	
	Ability to articulate and justify an emerging personal and professional philosophy of teaching and learning.	
b) How effectively does the pre-service teacher demonstrate their ability to develop relationships with learners by:		
	Perceptive observations of interactions between students and between themselves and students and appropriate responses to these	
	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.	
	Promoting effective interaction between students in the class.	
	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.	
	Demonstrating consideration of parents/caregivers, family/whanau.	
2 PROFESSIONAL KNOWLEDGE		
a) How effectively does the pre-service teacher demonstrate their knowledge of what to teach by:		
	Having increasing content and pedagogical content knowledge appropriate to the learners and learning areas of the class programme.	
	Understanding the purpose and aims of the New Zealand Curriculum Te Mātauranga o Aotearoa.	
	Talking about relevant curriculum documents with developing knowledge and understanding.	
	Developing content and pedagogical content knowledge for supporting English as an additional language (EAL), learners to succeed in the curriculum.	
	Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.	
	Demonstrating understanding of the inter-connectedness of curriculum through their teaching.	
	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.		
	Demonstrating commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.		
	Projecting personality effectively with students, gaining their respect and encouraging their learning.		
	Trying innovative approaches to learning and teaching and recognising a range of learning/teaching styles.		
	Developing a range of relevant theories and research about pedagogy, human development and learning.		
	Using appropriate resources, equipment and technology.		
	Selecting strategies appropriate to the individual or class.		
c) How effectively does the pre-service teacher show their awareness of what influences learning and teaching by:			
	Understanding and having respect for the Treaty of Waitangi, Te Reo Maori me nga tikanga-a-iwi in their implementation and practice.		
	Having a growing understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.		
	Having an awareness of issues outside the classroom.		
	Developing an understanding of the complex influences that personal, social and cultural factors have on teachers and learners.		
	Recognising how different values and beliefs may impact on learner's.		
	Promoting a learning culture, which effectively engages diverse learners.		
	Demonstrating an 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.		
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		
	Selecting suitable teaching steps, strategies and activities when working with a variety of groups and the whole class.		
	Preparing adequate long and short term plans and translating these effectively into daily lesson plans.		
	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.		
	Developing a class or group programme with an understanding of its place in the overall school programme.		
	Using relevant and up to date teaching and learning resources.		
	Using a variety of teaching techniques and learning media.		
	Motivating and maintaining student's interest.		
	Actively involving students in the learning process.		
	Implementing planning flexibly.		
	Reviewing and summarising for appropriate lesson conclusion.		

b) How effectively does the pre-service teacher demonstrate their knowledge of assessment and evaluation by:			
	Systematically and critically reflecting and refining their own practice.		
	Using assessment data, identified student achievement and learning needs, to inform future planning.		
	Recording assessment effectively, with links to stated specific learning intentions, learning outcomes, success criteria and to future objectives.		
	Developing effective student profiles to identify individual learning needs for use on feed forward with students and in future planning.		
	Encouraging students to assess their own achievement.		
	Implementing a range of data gathering procedures.		
	Recording data using both formative and summative methods.		
	Preparing data for parents/caregivers to report situations.		
	Knowing how to communicate assessment information appropriately to parents/caregivers.		
	Keeping accurate and tidy records.		
	Recording observations systematically, competently and objectively.		
	Recording data consistent with assessment policies and the practices of the school and the associate teacher.		
	Maintaining adequate records of the associate's teaching and general classroom procedures.		
	Keeping up to date with tasks set by the University and associate teacher.		
	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.		
	Using a range of effective management strategies		
	Maintaining class routines.		
	Maintaining consistent and effective management patterns for extended periods of time.		
	Taking full control for a minimum of two consecutive weeks.		