

## ACHIEVEMENT CHART FOR INITIAL PRACTICUMS

Category	Level 2: Meets Expectations	Level 2: Meets Expectations	Level 2: Meets Expectations	Level 1: Does Not Meet Expectations
<b>Personal and Professional Qualities:</b>				
<b>Quality:</b>	<b>The Candidate:</b>			
Demonstrates initiative and enthusiasm	Demonstrates a <b>high degree</b> of initiative and enthusiasm	Demonstrates a <b>considerable degree</b> of initiative and enthusiasm	Demonstrates <b>some degree</b> of initiative and enthusiasm	Demonstrates no initiative or enthusiasm
Demonstrates dependability and punctuality	Demonstrates a <b>high degree</b> of dependability and punctuality	Demonstrates a <b>considerable degree</b> of dependability and punctuality	Demonstrates <b>some degree</b> of dependability and punctuality	Is not dependable or punctual
Demonstrates self-evaluation and reflection	Demonstrates a <b>high degree</b> of self-evaluation and reflection	Demonstrates a <b>considerable degree</b> of self-evaluation and reflection	Demonstrates <b>some degree</b> of self-evaluation and reflection	Demonstrates no self-evaluation or reflection
Exhibits proper discretion and sound professional judgment	Exhibits a <b>high degree</b> of proper discretion and exercises sound professional judgment	Exhibits a <b>considerable degree</b> of proper discretion and sound professional judgment	Exhibits <b>some degree</b> of proper discretion and sound professional judgment	Exhibits indiscretion or unsound professional judgments
Incorporates constructive criticism/suggestions into daily teaching	Incorporates <b>constructive criticism/suggestions</b> into daily teaching to a high degree	Incorporates <b>constructive criticism/suggestions</b> into daily teaching to a considerable degree	Incorporates <b>constructive criticism/suggestions</b> into daily teaching to some degree	Does not incorporate constructive criticism/suggestions into daily teaching
<b>Planning and Preparing:</b>				
<b>Action:</b>	<b>The Candidate:</b>			
Selects appropriate learning expectations from relevant curriculum documents	Selects appropriate learning expectations from relevant curriculum documents with a <b>high degree of effectiveness</b>	Selects appropriate learning expectations from relevant curriculum documents with a <b>considerable degree of effectiveness</b>	Selects appropriate learning expectations from relevant curriculum documents with <b>some degree of effectiveness</b>	Does not select appropriate learning expectations
Prepares appropriate resources for lesson	Prepares appropriate resources for the lesson with a <b>high degree of effectiveness</b>	Prepares appropriate resources for the lesson with a <b>considerable degree of effectiveness</b>	Prepares appropriate resources for lesson with <b>some degree of effectiveness</b>	Does not prepare appropriate resources for lesson
Creates a lesson plan that encourages student participation and interaction	Creates a lesson plan that encourages student participation and interaction with a <b>high degree of effectiveness</b>	Creates a lesson plan that encourages student participation and interaction with a <b>considerable degree of effectiveness</b>	Creates a lesson plan that encourages student participation and interaction with <b>some degree of effectiveness</b>	Does not create a lesson plan that encourages student participation and interaction
Conducts lesson planning in proper sequence. (i.e. attention acquired, topic introduced, activities conducted, and lesson concluded)	Conducts a lesson plan that follows proper sequence with a <b>high degree of effectiveness</b>	Conducts a lesson plan that follows proper sequence with a <b>considerable degree of effectiveness</b>	Conducts a lesson plan that follows proper sequence with <b>some degree of effectiveness</b>	Does not conduct a lesson plan that follows proper sequences
Demonstrates respect for diversity and equity in lesson planning (i.e. special needs, etc.)	Demonstrates a <b>high degree of respect</b> for diversity/equity issues in lesson planning	Demonstrates a <b>considerable degree of respect</b> for diversity/equity issues in lesson planning	Demonstrates <b>some degree of respect</b> for diversity/equity issues in lesson planning	Does not demonstrate respect for diversity/equity issues in lesson planning
Chooses instructional materials and techniques carefully to support the lesson	Chooses instructional materials and techniques to support the lesson with a <b>high degree of effectiveness</b>	Chooses instructional materials and techniques to support the lesson with a <b>considerable degree of effectiveness</b>	Chooses instructional materials and techniques to support the lesson with <b>some degree of effectiveness</b>	Does not choose instructional materials and techniques to support the lesson

Implementation:				
Action:	The Candidate:			
Leads a lesson that matches the plan	Leads a lesson that matches the plan with a <b>high degree of effectiveness</b>	Leads a lesson that matches the plan with a <b>considerable degree of effectiveness</b>	Leads a lesson that matches the plan with <b>some degree of effectiveness</b>	Leads a lesson that does not match the plan
Demonstrates knowledge of subject matter/child development	Demonstrates <b>thorough knowledge</b> of subject matter/child development	Demonstrates <b>considerable knowledge</b> of subject matter/child development	Demonstrates <b>some knowledge</b> of subject matter/child development	Demonstrates no knowledge of subject matter/child development
Uses instructional resources	Uses instructional resources with a <b>high degree of effectiveness</b>	Uses instructional resources with a <b>considerable degree of effectiveness</b>	Uses instructional resources with <b>some degree of effectiveness</b>	Does not use instructional resources effectively
Uses teaching strategies that are varied, appropriate, and engaging	Makes <b>thorough use</b> of teaching strategies that are varied, appropriate, and engaging	Makes <b>considerable use</b> of teaching strategies that are varied, appropriate, and engaging	Makes <b>some use</b> of teaching strategies that are varied, appropriate, and engaging	Does not use teaching strategies that are varied, appropriate, and engaging
Develops effective strategies for assessment and evaluation	Develops <b>highly effective strategies</b> for assessment and evaluation	Develops <b>considerably effective strategies</b> for assessment and evaluation	Develops <b>somewhat effective strategies</b> for assessment and evaluation	Does not develop strategies for assessment and evaluation
Delivers lesson in a manner which demonstrates respect for diversity and equity	Delivers lesson in a manner which demonstrates a <b>high degree of respect</b> for diversity and equity	Delivers lesson in a manner which demonstrates a <b>considerable degree of respect</b> for diversity and equity	Delivers lesson in a manner which demonstrates <b>some degree of respect</b> for diversity and equity	Delivers a lesson which demonstrates no respect for diversity or equity
Concludes lesson appropriately and gives clear instructions for follow up	Concludes lesson and gives clear instructions for follow up with a <b>high degree of effectiveness</b>	Concludes lesson and gives clear instructions for follow up with a <b>considerable degree of effectiveness</b>	Concludes lesson and gives clear instructions for follow up with <b>some degree of effectiveness</b>	Does not conclude lesson and/or give clear instruction for follow up
Communication:				
Action:	The Candidate:			
Speaks clearly and audibly	Speaks in a manner that is clear and audible to a <b>high degree</b>	Speaks in a manner that is clear and audible to a <b>considerable degree</b>	Speaks in a manner that is clear and audible to <b>some degree</b>	Does not speak in a manner that is clear and/or audible
Gains student attention at the beginning of the lesson and states main expectations clearly	Gains student attention and states main expectations with a <b>high degree of effectiveness</b>	Gains student attention and states main expectations with <b>considerable degree of effectiveness</b>	Gains student attentions and states main expectations with <b>some degree of effectiveness</b>	Does not gain student attention and/or state main expectations
Models correct/appropriate oral/written language	Models correct/appropriate oral/written language to a <b>high degree</b>	Models correct/appropriate oral/written language to a <b>considerable degree</b>	Models correct/appropriate oral/written language to <b>some degree</b>	Models incorrect or inappropriate oral/written language
Constructs and delivers appropriate questions and responses	Constructs and delivers appropriate questions and responses with a <b>high degree of effectiveness</b>	Constructs and delivers appropriate questions and responses with a <b>considerable degree of effectiveness</b>	Constructs and delivers appropriate questions and responses with <b>some degree of effectiveness</b>	Constructs and delivers inappropriate questions and/or responses
Employs active listening	Employs active listening with a <b>high degree of effectiveness</b>	Employs active listening with a <b>considerable degree of effectiveness</b>	Employs active listening with <b>some degree of effectiveness</b>	Does not employs active listening

Classroom Management				
Action:	The Candidate:			
Maintains, classroom routines and expectations within a safe learning environment	Maintains, to a <b>high degree</b> , classroom routines and expectations within a safe learning environment	Maintains, to a <b>considerable degree</b> , classroom routines and expectations within a safe learning environment	Maintains, <b>to some degree</b> , classroom routines and expectations within a safe learning environment	Does not maintain classroom routines and expectations within a safe learning environment
Arranges the physical environment to suit the lesson	Arranges physical environment with a <b>high degree of effectiveness</b>	Arranges physical environment with a <b>considerable degree of effectiveness</b>	Arranges physical environment with <b>some degree of effectiveness</b>	Does not arrange physical environment effectively
Uses instructional time effectively	Uses instructional time in a <b>highly effective manner</b>	Uses instructional time in a <b>considerably effective manner</b>	Uses instructional time in a <b>somewhat effective manner</b>	Does not use instructional time in an effective manner
Employs appropriate discipline strategies (i.e. awareness of off-task behavior and positive reinforcement of productive behavior)	Employs appropriate discipline strategies that are <b>highly effective</b>	Employs appropriate discipline strategies that are <b>considerably effective</b>	Employs appropriate discipline strategies that are <b>somewhat effective</b>	Does not employ appropriate discipline strategies
Adjusts to unpredicted situations	Adjusts to unpredicted situations with a <b>high degree of effectiveness</b>	Adjusts to unpredicted situations with a <b>considerable degree of effectiveness</b>	Adjusts to unpredicted situations with <b>some degree of effectiveness</b>	Does not adjust to unpredicted situations