

- The following pages show examples of Practice Teaching Reports that will be used by Associate Teachers and Faculty Members to assess the Student Teacher's professional growth during Practicum placements.
- Sample 1 provides an outline for the first Practicum placement. During this time, Student Teachers will not be assessed on some aspects of performance (NG = not graded) but will be responsible for attending to these aspects of professional responsibility.
 - Sample 2 provides an outline of the Practice Teaching Report as it will apply to all other Placement blocks.



NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICE TEACHING REPORT SAMPLE 1

Section No. _____ Name _____ Date: from: October 12 to: October 23

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Board

School/Location

Associate Teacher

Grade

OVERALL RATING: Level of Development

Weeks 1 2

Provide a rating (X) for each week

EXEMPLARY

Displays exceptional teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.

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EXEMPLARY

PROFICIENT

Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.

X	X
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PROFICIENT

ADEQUATE

Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, including respecting confidential information about students.

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ADEQUATE

DOES NOT MEET EXPECTATIONS

Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, including respecting confidential information about students.

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DOES NOT MEET EXPECTATIONS

OVERALL COMMENTS: Please elaborate on strengths/areas for growth in relation to the key elements show below.

Mr. Jones is an extremely enthusiastic individual with a great deal of energy and he has already established a strong rapport with most of the students. He displays excellent initiative with regard to working comfortably and effectively in a classroom setting. He is an excellent "team player" and will be a definite asset to any staff. Mr. Jones is encouraged to seek out feedback actively on his teaching and to implement such feedback immediately into subsequent lessons.

Mr. Jones appears eager to implement the ideas to which he has been introduced at this point in the year. Mr. Jones is encouraged to reflect on his lessons and interactions with the students.

He is attentive to lesson planning and has incorporated the established rules and routines into his own planning. Mr. Jones spends a great deal of time creating his expectations but they are still too general in nature. Reflections indicate that he wants to learn to involve the students more in the learning process. At this point, he is focusing on specific teaching strategies. He must also consider focusing on other evaluation strategies such as self evaluation and peer evaluation.

Oral communication is one of Mr. Jones' natural strengths. He is also to be commended for the effort that he is making to improve his classroom printing.

Mr. Jones has adapted well to the already established classroom routines. He acknowledges students who are doing what is expected of them and this encourages others to follow suit. Mr. Jones asked many questions that required single word responses. He should consider asking some questions that encourage students think at higher levels, as he learns more about Bloom's taxonomy. He should also encourage his students to listen to other students' responses.

Mr. Jones must continue to work on completing the lesson effectively within the allotted period of time. It is also important that he ensures his voice is easily heard and that he moves throughout the classroom during the lesson.

<input type="checkbox"/>	<input type="checkbox"/>
ASSOCIATE TEACHER	FACULTY

Dates student was absent _____

SIGNATURE _____

STUDENT NAME: _____

	E	P	A	D	N/A
1. Commitment to Pupils and Pupil Learning					
Shows care and commitment to pupils and to teaching	X				
Treats pupils equitably and with respect	X				
Creates opportunities for problem-solving, decision making and critical thinking		X			
Makes adjustments to meet student needs (Identified, ELD, ELL, ...)					N/G

	E	P	A	D	N/A
2. Leadership & Community					
Collaborates with others to create a learning community		X			
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative....)	X				

	E	P	A	D	N/A
3. Ongoing Professional Learning					
Demonstrates commitment to professional growth		X			
Engages in reflection			X		

NG= Not Graded

	E	P	A	D	N/A
4. Professional Knowledge (planning, implementing and assessing)					
A) Planning					
Identifies lesson expectations		X			
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations					N/G
Plans for the learning environment and resources	X				
Outlines and understands curriculum content and its underlying concepts, facts and skills		X			
Plans and develops teaching/learning strategies			X		
Plans a consolidation and application task(s)		X			
Matches assessment with expectations					N/G

B) Implementing and Assessing					
Engages the students through an introductory activity		X			
Uses instructional strategies which facilitate learning		X			
Uses technologies and resources	X				
Consolidates and provides an application that solidifies the learning		X			
Uses assessment strategies/recording devices					N/G
Aware of pacing and timing and the need to be flexible		X			

	E	P	A	D	N/A
5. Management and Communication Practices					
Models communication practices (voice, spoken/written language,...)		X			
Uses questioning techniques (Bloom's, probes, prompts, wait time...)					N/G
Promotes a positive and collaborative learning environment		X			
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies,...)		X			
Reinforces positive behaviour		X			