

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 2

Section No. 7 **Name** John Smith **Date: from:** February 8 **to:** February 26
Twin Rocks Hillview P.S., Little Town Theresa Garneau Grade 4/5
Board **School/Location** **Associate Teacher** **Grade**

OVERALL RATING: Level of Development **Weeks** **1** **2** **3**

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.

Provide a rating (X) for each week

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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.

X		
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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:

Mr. Smith has displayed considerable growth in the areas of planning, assessment and reflection. He has an obvious passion for teaching and is able to relate to his students in a manner that motivates them to be active participants in his lessons. Greater exposure to the formal classroom setting should provide the experience necessary to hone his abilities.

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
1. Commitment to Pupils and Pupil Learning						
Shows care and commitment to pupils and to teaching	X					Mr. Smith demonstrated a high degree of energy and enthusiasm for teaching. This helped to establish a personal rapport with the students. The students were always treated with dignity and respect. Greater attention to the preassessment areas of planning will help sustain growth in determining the individual needs and interest of students.
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, ESL, ...)			X			
2. Leadership & Community						
Collaborates with others to create a learning community		X				Mr. Smith dutifully completed all components of his professional responsibilities including attending staff meetings, displaying initiative for teaching responsibilities and completing all components of his practice teaching binder as expected. He was involved in many extra-curricular activities and assumed responsibility for refereeing volleyball games and organizing a weekend field trip.
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)	X					
Dates student was absent	X	ASSOCIATE TEACHER			FACULTY	
						SIGNATURE

Student Name: John Smith

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
3. Ongoing Professional Learning						Suggestions for improvement were willingly accepted and acted upon. He carried out his responsibilities in a professional manner, but he should devote more time to personal reflection on individual lessons, identifying areas in need of improvement and particular strategies for personal growth.
Demonstrates commitment to professional growth		X				
Engages in reflection			X			
4. Professional Knowledge (planning, implementing and assessing)						Expectations were stated in terms of the learner, observable behaviours and specific product/processes. A variety of materials and media was incorporated within the lessons. Plans were organized in a logical and sequential manner and indicated a strong understanding of the curriculum content. More detail was required for teaching strategies, summary and application. Further development is required in preassessment of the learners and personal reflections. Mr. Smith has a clear understanding of a variety of assessment strategies and is able to plan for the use of these to indicate students' understanding of presented material.
A) Planning:						
Identifies lesson expectations		X				
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations			X			
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		X				
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		X				
Aware of pacing and timing and the need to be flexible		X				
5. Management and Communication Practices						Very expressive and personally involved in the interaction process. Questioning techniques improved over the session but further extension is required on level of questions, wait time and dispersal. He overused acknowledgments such as "all right" and "O.K." Written communication was appropriate. There was occasional use of slang in verbal expression. A pleasant modulated voice was adapted to a variety of situations.
Models communication practices (voice, spoken/written language, ...)		X				
Uses questioning techniques (Bloom's, probes, prompts, wait time...)			X			
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				
						Classroom routines were quickly established but these needed to be maintained throughout the lesson. Classroom presence minimized the need for disciplinary action in teacher directed lessons. Alternate discipline strategies need to be developed for activity based learning environments. Occasional off-task behaviour occurred but a warm and firm approach created an atmosphere of mutual respect.