

## SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT

<b>Teacher Candidate Name and Program:</b> TC	<b>Practicum Dates:</b> Practicum I Final Report
<b>School Board:</b>	<b>School Name:</b>
<b>Associate Teacher Name:</b>	<b>Grade(s)/Subject(s):</b>

<b>OVERALL ACHIEVEMENT</b>	
	<p><b>MEETS EXPECTATIONS WITH EXCELLENCE</b> The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.</p>
	<p><b>MEETS EXPECTATIONS</b> The Teacher Candidate demonstrates the required knowledge and skills effectively.</p>
X	<p><b>DOES NOT MEET EXPECTATIONS</b> The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required.</p>

<b>KNOWLEDGE AND SKILLS</b>					
	1	2	3	4	
<b>1. Professional Responsibility</b>					
Communicates and collaborates with others to create a positive learning community			X		<p>Although I have noted improvement over time, TC struggles to fulfill expected responsibilities. TC has proved willing to engage in conversations about teaching and means by which to improve. TC listens attentively to suggestions for improvement but has difficulty applying the recommendations. For example, TC needs to reserve the time required to meet timelines. Sharing lesson plans in advance would provide additional opportunities for feedback prior to delivery. Planning in advance should also allow TC to better incorporate technology and other resources. Although TC is punctual for class, such attention should also be applied to other duties such as yard duty.</p>
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)		X			
Completes assigned tasks according to agreed upon timelines	X				
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)		X			
Takes responsibility for personal organization, including observation notes and Practicum Binder		X			
Accepts constructive feedback and implements suggestions		X			
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks		X			
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice		X			
Perseveres and makes an effort when responding to challenges		X			

	1	2	3	4	Strengths/Next Steps for Development
<b>2. Commitment to Learners</b>					
Interacts and engages with learners to build rapport			X		TC demonstrates an interest in the students and takes steps to build a positive rapport. In doing so, I encourage TC to reflect on the appropriate time and manner to engage in social communication with learners. TC shows enthusiasm for learning. TC is capable of engaging those learners who share a similar learning style to the TC. I recommend TC acknowledge the needs of other students and seek means by which to differentiate lessons to better meet the needs of all learners.
Creates opportunities for problem-solving, decision making, and critical thinking		X			
Demonstrates enthusiasm for learning			X		
Upholds the ethical standards of care, trust, integrity, and respect for all learners			X		
<b>3. Instructional Process</b>					
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary			X		TC is aware of the curriculum expectations and can identify the expectations for corresponding lessons. TC is encouraged to use the backwards design model to inform planning and thereby better meet lesson goals. Implementing a greater variety of strategies, technologies and resources may prove beneficial in this regard. Checking students' understanding before, during, and after the lesson will also provide TC with information to guide next steps during the lesson. Keeping track of student progress using anecdotal information will also offer guidance to plan moving forward. It may also prove beneficial to plan questions in advance. These questions will enhance students' engagement and prompt their learning as they ponder more critical questions.
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills		X			
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	X				
Makes adjustments to meet the diverse needs of learners		X			
Plans for the learning environment and resources		X			
Plans and implements teaching/learning strategies to facilitate learning	X				
Plans a consolidation and/or application task		X			
Engages learners' interests			X		
Uses some technologies and resources to facilitate learning	X				
Uses questioning and inquiry to facilitate learning	X				
Provides learners with opportunities to apply their learning		X			
Provides learners with opportunities to investigate, discover, and communicate their learning		X			
Checks for learners' understanding	X				
Aware of pacing and timing and the need for a contingency plan		X			
Uses grade appropriate assessment strategies that match expectations		X			

	1	2	3	4	Strengths/Next Steps for Development
<b>4. Management and Communication</b>					
Models appropriate verbal communication (i.e., language, tone, volume, inflection)			X		TC would benefit from a greater repertoire of management techniques. For example, TC could reinforce positive behavior more frequently and use other means besides tone of voice to redirect students' attention. Further, consistency and follow through are important aspects to obtain and maintain appropriate student behaviour.
Models appropriate written communication (i.e., spelling, grammar, vocabulary)			X		
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	X				
Demonstrates awareness of and responds proactively to off-task behaviours	X				
Reinforces existing rules and routines and attempts new strategies		X			
Reinforces positive behaviour		X			

**OVERALL COMMENTS**

TC has the potential to become a good teacher. To do so, TC has several steps to take to move in that direction. Dedicating sufficient time and effort to planning would be a good place to start. Taking initiative to seek advice, resources, ideas outside of those readily available would also support lesson improvement. Further development of classroom management strategies will also aid in student engagement and allow TC to deal with students who are off-task more effectively.

I have discussed this report with the Teacher Candidate

Associate Teacher E-Signature: \_\_\_\_\_