

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT

Teacher Candidate Name and Program: TC	Practicum Dates: Practicum II Block 2 Final Report
School Board:	School Name:
Associate Teacher Name:	Grade(s)/Subject(s):

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

KNOWLEDGE AND SKILLS					
	1	2	3	4	
1. Professional Responsibility					
Sustains communication and collaboration with others to create a positive learning community			X		TC worked to improve organization over the course of the placement. TC listened to constructive feedback respectfully, but only sporadically implemented recommendations. Moving forward, TC should ensure that changes are made to reflect the feedback provided with the view to improve student learning. Commitment to time before and/or after school would help TC to apply suggestions for improvement and to seek clarifications where necessary. Taking such initiative would also help to demonstrate a willingness to improve TC's practice.
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)			X		
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)		X			
Takes responsibility for personal organization, including the 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			
Responds purposefully to challenges		X			

	1	2	3	4	Strengths/Next Steps for Improvement
2. Commitment to Learners					
Interacts and engages with all learners to build rapport		X			TC demonstrated the ethical standards of care. TC was able to build rapport with small groups of students, especially those who shared her interests. TC should continue to build rapport by looking to make connections with all students. TC's enthusiasm for certain subjects was evident, sharing the same positive energy for all subjects would more broadly support student learning.
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		
3. Instructional Process (over a series of lesson plans)					
A) Series of Lesson Plans (i.e., Unit Planning)					
Sequences specific expectations	X				TC knew where to find curricular expectations but had difficulty preparing to address them in lessons independently. TC required a significant amount of help to plan an outline for a lesson and was unable to expand upon the outline without assistance. Such dependence has hindered TC from moving beyond lesson planning to unit planning as well as adapting instruction for a variety of learners. TC demonstrated awareness of assessment strategies but had difficulty in using the data gathered to inform instruction.
Considers pacing and timing when unit planning		X			
Plans for and supports the improvement of learning skills	X				
Makes adjustments to meet the diverse needs of all learners	X				
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative)		X			
Matches assessments with achievement chart categories		X			
B) Individual Lesson Plan and Delivery					
Plans for individual lesson delivery		X			TC was able to deliver lessons with support. When lessons were provided a day in advance, TC was better able to consider and implement a variety of teaching/learning strategies. TC was also able to adjust the timing of lessons more skillfully as the placement progressed. Improvement of organizational skills will help TC better use assessment to inform instruction as well as advance preparations.
Implements lessons using a variety of teaching/learning strategies		X			
Provides all learners with opportunities to investigate, discover, communicate, and apply their learning		X			
Uses pacing and timing to enhance learning			X		
Uses assessment to inform instruction and feedback	X				
4. Management and Communication					
Uses appropriate communication (i.e., verbal, written, non-verbal)			X		TC showed satisfactory communication skills and provided students with feedback on tasks. TC demonstrated improvement in management skills over time. TC made efforts to respond to student needs based on feedback. TC should continue to seek out ways to grow and practice management strategies so as to improve the instructional process.
Practises inclusive management strategies		X			
Encourages the development of learning skills and work habits		X			
Uses available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)	X				

OVERALL COMMENTS

Overall, TC has demonstrated growth in a variety of areas over the duration of this placement. However, TC has yet to develop to the stage of independently and successfully planning and supporting students to reach their learning potential. It is important that TC devote the time required to create lessons according to students' demonstrated learning or lack thereof.

I have discussed this report with the Teacher Candidate

Associate Teacher E-Signature: _____