

## SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT

<b>Teacher Candidate Name and Program:</b> TC	<b>Practicum Dates:</b> Practicum II Block 2 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>	
X	<b>MEETS EXPECTATIONS WITH EXCELLENCE</b> The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
	<b>MEETS EXPECTATIONS</b> The Teacher Candidate demonstrates the required knowledge and skills effectively.
	<b>DOES NOT MEET EXPECTATIONS</b> The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness.

<b>KNOWLEDGE AND SKILLS</b>					
	1	2	3	4	
<b>1. Professional Responsibility</b>					
Sustains communication and collaboration with others to create a positive learning community				X	TC is an exemplary teacher candidate. TC consistently sought opportunities to collaborate with others with the view to improve students' learning. TC not only took responsibility for using the practicum binder but also applied the observations and reflections to improve instruction. In addition to learning from observations, TC was also quick to apply suggestions provided by myself through constructive feedback during the discussion of lessons. TC was confident enough to take risks to use resources in the classroom having prepared in advance to use such new technologies. TC is reliable in her record keeping, attendance, and punctuality. In addition, TC has participated alongside staff in r professional learning opportunities.
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
<b>2. Commitment to Learners</b>					
Interacts and engages with all learners to build rapport				X	TC has made an effort to engage learners by openly sharing enthusiasm and using students' personal interests to connect to their learning. TC uses this gained knowledge to formulate questions and problems to engage even the most reluctant 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 (over a series of lesson plans)</b>					
<b>A) Series of Lesson Plans (i.e., Unit Planning)</b>					
Sequences specific expectations				X	TC has been successful at creating full unit plans that allow the students to see the learning direction and process. Students therefore had a better idea of what is expected of them over a period of time. Such longer term planning has allowed TC to seek out a variety of resources and adapt lessons to more readily meet students' needs. TC has also developed a repertoire of assessment practices over the course of the placement. TC has gone from relying on the end product (Of learning) to considering observations and other "for learning" data to inform assessment decisions. TC has considered the varying needs of learners in creating lessons; a next step would be to adapt to individual needs in addition to making instruction accessible to all.
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>B) Individual Lesson Plan and Delivery</b>					
Plans for individual lesson delivery				X	TC plans with the end in mind and works backwards, aptly bringing students toward the end goal. In doing so, TC has been able to have students make connections to other aspects of their lives. TC's timing has improved over time and should continue to work on pacing to allow sufficient time to consolidate the learning.
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	
<b>4. Management and Communication</b>					
Uses appropriate communication (i.e., verbal, written, non-verbal)				X	Throughout this placement, TC has successfully implemented restorative classroom management strategies that allow the students to engage more fully in learning. When necessary, TC sought counsel from others to support students' learning. Further, TC was available to students on lunch hours (two days a week) for those who would benefit from such additional help.
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

TC's enthusiasm for learning was contagious and contributed to a positive classroom atmosphere. TC excelled at planning for longer periods of time and made adjustments and improvements on a day-to-day basis. Over time TC became an active member of our school community who exceeded expectations for positive engagement.

I have discussed this report with the Teacher Candidate

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