# SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT (Year 2 Block 1)

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| **Teacher Candidate Name and Program:** | **Placement Dates:** |
| **School Board:** | **School Name:** |
| **Associate Teacher Name:** | **Grade(s)/Subject(s):** |

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| **OVERALL ACHIEVEMENT** | |
|  | **MEETS EXPECTATIONS with EXCELLENCE**  The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness. |
|  | **Meets Expectations**  The Teacher Candidate demonstrates the required knowledge and skills effectively. |
|  | **Does Not Meet Expectations**  The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required. |

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| **KNOWLEDGE AND SKILLS** | | | | | | |
|  | **NA** | **1** | **2** | **3** | **4** | **Strengths/Next Steps for Improvement** |
| **1. Professional Responsibility** | | | | | | |
| Initiates communication and collaboration with others to create a positive learning community |  |  |  |  |  |  |
| Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision) |  |  |  |  |  |
| Takes responsibility for and manages own behaviour  (e.g., attendance, punctuality, demeanour, deportment) |  |  |  |  |  |
| Takes responsibility for personal organization, including the Practicum Binder |  |  |  |  |  |
| Accepts constructive feedback and implements suggestions |  |  |  |  |  |
| Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks |  |  |  |  |  |
| Assesses and reflects critically on own strengths/weaknesses as a means to inform practice |  |  |  |  |  |
| Responds purposefully to challenges |  |  |  |  |  |

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|  | **NA** | **1** | **2** | **3** | **4** | **Strengths/Next Steps for Improvement** |
| **2. Commitment to Learners** | | | | | | |
| Interacts and engages with all learners to build rapport |  |  |  |  |  |  |
| Creates opportunities for problem-solving, decision making, and critical thinking |  |  |  |  |  |
| Demonstrates enthusiasm for learning |  |  |  |  |  |
| Upholds the ethical standards of care, trust, integrity, and respect for all learners |  |  |  |  |  |
| **3. Instructional Process** | | | | | | |
| Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary |  |  |  |  |  |  |
| Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills |  |  |  |  |  |
| Describes pre-assessment of all learners (i.e., prior knowledge, modifications, accommodations, alternative expectations) |  |  |  |  |  |
| Makes adjustments to meet the diverse needs of all learners |  |  |  |  |  |
| Plans for the learning environment and resources |  |  |  |  |  |
| Plans a consolidation and/or application task |  |  |  |  |  |
| Engages learners’ interest |  |  |  |  |  |
| Uses a variety of teaching/learning strategies to facilitate learning |  |  |  |  |  |
| Uses innovative technologies and resources to facilitate learning |  |  |  |  |  |
| Uses questioning and inquiry to facilitate learning |  |  |  |  |  |
| Provides all learners with opportunities to apply their learning |  |  |  |  |  |
| Provides all learners with opportunities to investigate, discover, and communicate their learning |  |  |  |  |  |
| Checks for learners’ understanding |  |  |  |  |  |
| Aware of pacing and timing and the need for a contingency plan |  |  |  |  |  |
| Uses grade appropriate assessment strategies that match expectations |  |  |  |  |  |
|  | **NA** | **1** | **2** | **3** | **4** | **Strengths/Next Steps for Improvement** |
| **4. Management and Communication** | | | | | | |
| Models appropriate verbal communication (i.e., language, tone, volume, inflection) |  |  |  |  |  |  |
| Models appropriate written communication (i.e., spelling, grammar, vocabulary) |  |  |  |  |  |
| Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness) |  |  |  |  |  |
| Responds proactively to off-task behaviours |  |  |  |  |  |
| Practises inclusive management strategies |  |  |  |  |  |
| Encourages the development of learning skills and work habits |  |  |  |  |  |
| Identifies available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher) |  |  |  |  |  |

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| **OVERALL COMMENTS** |
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| **Days Absent:** 0 | **Days Late:** 0 |

**I have discussed this report with the Teacher Candidate**

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