### NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICUM ASSESSMENT INTERIM REPORT

##### Section No. Name Date: from: to:

##### Board School/Location Classroom Teacher Grade

**OVERALL RATING: Level of Development** Week: 2 (if applicable)

**EXEMPLARY**

Displays exceptional classroom assistant 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.

**PROFICIENT**

Displays sound classroom assistant 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.

**ADEQUATE**

Displays adequate understanding of classroom assistant 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.

**DOES NOT MEET EXPECTATIONS**

Displays unsatisfactory understanding of classroom assistant 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.

**Provide a rating (X) for each week EXEMPLARY**

**PROFICIENT**

**ADEQUATE**

**DOES NOT MEET EXPECTATIONS**

**FACULTY**

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| **OVERALL COMMENTS: Please elaborate on strengths/areas for growth in relation to the key elements show below.** |
|  |  | **CLASSROOM TEACHER** |  |  |

Dates student was absent **SIGNATURE**

**STUDENT NAME:\_**

|  |  |  |  |  |  |
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|  | **E** | **P** | **A** | **D** | **N/A** |
| **1. Commitment to Pupils and Pupil Learning** |  |  |  |  |  |
| Shows care and commitment to pupils and to teaching |  |  |  |  |  |
| Treats pupils equitably and with respect |  |  |  |  |  |
| Creates opportunities for problem-solving, decision making and critical thinking |  |  |  |  |  |
| Shows an awareness of the legislation and regulations related to students with special needs.) |  |  |  |  |  |
| Makes adjustments to meet student needs (Identified, and/or risk) |  |  |  |  |  |

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|  | **E** | **P** | **A** | **D** | **N/A** |
| **5. Management and Communication Practices** |  |  |  |  |  |
| Models communication practices |  |  |  |  |  |
| Uses questioning techniques (Bloom’s, probes, prompts, wait time…) |  |  |  |  |  |
| Promotes a positive and collaborative learning environment |  |  |  |  |  |
| Uses management strategies effectively (rules/routines, awareness of off-task behaviours, proximity, proactive strategies,) |  |  |  |  |  |
| Reinforces positive behaviour |  |  |  |  |  |
| Deploys management techniques that focus on de- escalation (pre-crisis) |  |  |  |  |  |

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|  | **E** | **P** | **A** | **D** | **N/A** |
| **4. Professional Practice** |  |  |  |  |  |
| Provides support under the guidance of classroom teachers to match student needs, styles of learning, and background experiences (multiple intelligence) |  |  |  |  |  |
| Understands the special educational concepts of accommodation, modification and differentiation and deploys these devices in working with students, where appropriate. |  |  |  |  |  |
| Plans, develops and uses teaching/learning strategies |  |  |  |  |  |
| Helps students use assistive technologies and instructional resources |  |  |  |  |  |
| Plans and develops teaching/learning strategies |  |  |  |  |  |
| Assists students in using a variety of approaches to understand |  |  |  |  |  |
| Gathers information about students’ progress |  |  |  |  |  |

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|  | **E** | **P** | **A** | **D** | **N/A** |
| **3. Ongoing Professional Learning** |  |  |  |  |  |
| Demonstrates commitment to professional growth |  |  |  |  |  |
| Engages in reflection |  |  |  |  |  |

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|  | **E** | **P** | **A** | **D** | **N/A** |
| **2**. **Leadership & Community** |  |  |  |  |  |
| Collaborates with others to create a learning community |  |  |  |  |  |
| Assumes professional responsibility inside and outside the classroom |  |  |  |  |  |