**SCHULICH SCHOOL OF EDUCATION PRACTICUM FINAL REPORT (Year 1)**

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

|  |
| --- |
| **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. |

|  |
| --- |
| **KNOWLEDGE AND SKILLS** |
|  | **NA** | **1** | **2** | **3** | **4** | **Strengths/Next Steps for Improvement** |
| **1. Professional Responsibility** |
| Communicates and collaborates 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)  |  |  |  |  |  |
| Completes assigned tasks according to agreed upon timelines |  |  |  |  |  |
| Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment, etc.) |  |  |  |  |  |
| Takes responsibility for personal organization, including observation notes and 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 |  |  |  |  |  |
| Perseveres and makes an effort when responding to challenges |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **NA** | **1** | **2** | **3** | **4** | **Strengths/Next Steps for Improvement** |
| **2. Commitment to Learners** |
| Interacts and engages with 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 learners (i.e., prior knowledge, modifications, accommodations, alternative expectations) |  |  |  |  |  |
| Makes adjustments to meets the diverse needs of learners |  |  |  |  |  |
| Plans for the learning environment and resources |  |  |  |  |  |
| Plans and implements teaching/learning strategies |  |  |  |  |  |
| Plans a consolidation and/or application task |  |  |  |  |  |
| Engages learners’ interests |  |  |  |  |  |
| Uses some teaching/learning strategies to facilitate learning |  |  |  |  |  |
| Uses some technologies and resources to facilitate learning |  |  |  |  |  |
| Uses questioning and inquiry to facilitate learning |  |  |  |  |  |
| Provides learners with opportunities to apply their learning  |  |  |  |  |  |
| Provides 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) |  |  |  |  |  |
| Demonstrates awareness of and responds proactively to off-task behaviours |  |  |  |  |  |
| Reinforces existing rules and routines and attempts new strategies |  |  |  |  |  |
| Reinforces positive behaviour |  |  |  |  |  |

|  |
| --- |
| **OVERALL COMMENTS** |
|  |

|  |  |
| --- | --- |
| **Days Absent:** 0 | **Days Late:** 0 |

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

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