### ICADP PRACTICUM ASSESSMENT FINAL REPORT Schulich_SOE_logo+wordmark_RGB_July2011.jpg

##### Name Date: from: to:

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

**OVERALL RATING: Level of Development** Week: 6

**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.

 **EXEMPLARY**

 **PROFICIENT**

 **ADEQUATE**

 **DOES NOT MEET EXPECTATIONS**

Overall Comments

|  |  |  |  |  |  |  |
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|  | **E** | **P** | **A** | **D** | **N/A** | **COMMENTS (Please elaborate on strengths/areas for growth)** |
| **1. Professional Growth** |  |
| Demonstrates initiative and resourcefulness towards professional growth |  |  |  |  |  |
| Completes assigned tasks according to agreed upon timelines |  |  |  |  |  |
| Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment) |  |  |  |  |  |
| Assists the classroom teacher in carrying out non-instructional duties as required |  |  |  |  |  |
| Assists the classroom teacher in classroom maintenance as required |  |  |  |  |  |
| **2. Rapport with Students E P A D N/A** |  |
| Shows enthusiasm when working with students |  |  |  |  |  |  |
| Shows patience and understanding towards students |  |  |  |  |  |  |
| Demonstrates appropriate responses to child initiated interactions |  |  |  |  |  |  |
| **3. Rapport with Adults**  |  |
| Engages in professional communications with others in the learning community (e.g., classroom Teacher, colleagues, learners) |  |  |  |  |  |  |
| Participates and cooperates as part of a team |  |  |  |  |  |  |
| Demonstrates a knowledge of ethical and confidential behaviour |  |  |  |  |  |  |
| Communicates with parents under the direction of the classroom teacher |  |  |  |  |  |  |
| **4. General Instructional Classroom Support** |  |
| Demonstrate skill in providing supportive group management strategies during classroom instruction and transition periods |  |  |  |  |  |  |
| Provides reinforcement to students for skills and concepts learned through classroom teacher instruction |  |  |  |  |  |
| Demonstrates a sense of when either the teacher or a student needs assistance |  |  |  |  |  |
| Assists with the administration of informal assessments and/or observational and recording skills as required by the classroom teacher |  |  |  |  |  |
| Uses appropriate instructional support skills, such as prompts, modeling, shaping and appropriate reinforcement of learned skills |  |  |  |  |  |
| Provides objective feedback to the teacher on student progress and behaviour |  |  |  |  |  |
| **5. Implementation of Individual Education Plans (or equivalent)** |  |
| Assists with the preparation of specialized teaching aides and materials as planned by the teacher |  |  |  |  |  |  |
| Carries out instructional activities to reach IEP goal on an individual basis or within a group as planned by the teacher |  |  |  |  |  |  |
| Provides modelling and guidance when implementing activities that socially integrate children with special needs |  |  |  |  |  |  |
| **6. Behaviour Management** |  |
| Uses a consistent behavioural support system when working with students |  |  |  |  |  |
| Provides students with feedback and reinforcement consistent with teacher’s behaviour management plan |  |  |  |  |  |
| Redirects inappropriate and detrimental behaviours in a positive manner |  |  |  |  |  |
| Reinforces and encourages appropriate behaviour in a group and among individuals |  |  |  |  |  |
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**I have discussed this report with the Classroom Assistant**

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| **Classroom Teacher Signature:**  |