

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT

Teacher Candidate Name and Program: TC	Practicum Dates: Practicum II Block 2 Final Report
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.
X	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.

KNOWLEDGE AND SKILLS

	1	2	3	4	Strengths/Next Steps for Improvement
1. Professional Responsibility					
Sustains communication and collaboration with others to create a positive learning community			X		TC conducts himself professionally in the school community. TC attends staff meetings and professional learning opportunities, thereby fulfilling assigned responsibilities. TC accepts feedback as provided and is able to reflect upon personal learning, although only occasionally in writing. TC attempts to implement some suggestions, but often requires additional support to do so. I encourage TC to seek additional information, pose questions, and take the initiative to apply recommendations more readily.
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
2. Commitment to Learners					
Interacts and engages with all learners to build rapport				X	TC created a classroom where students felt supported in their learning. In particular, TC went to significant effort to support students with challenges. In the future, it would be beneficial for TC to also seek ways to challenge students who learn with ease. TC related well with the students and established a good rapport. A next step would be to use the information to better engage students and allow them to apply knowledge to their own lives.
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	
3. Instructional Process (over a series of lesson plans)					
A) Series of Lesson Plans (i.e., Unit Planning)					
Sequences specific expectations				X	When addressing the class as a whole, TC identifies lesson goals and uses a variety of techniques in striving to meet that goal. TC addressed a number of curricular expectations within planned lessons and has tracked them appropriately. TC gathered information from students in the form of quizzes, exit cards, observations, and discussions, etc. The next step would be to use this information to adapt the lesson for the following day.
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) Individual Lesson Plan and Delivery					
Plans for individual lesson delivery				X	TC’s lessons were well planned. TC continued to struggle with timing. TC often provided too much time for application of knowledge which led students to engage in off-task behaviour. In the future, it would be beneficial for TC to check on students’ progress and take cues to inform lesson pacing. I also encourage TC to scaffold lessons into smaller tasks so as to support students’ progress through larger tasks.
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			
4. Management and Communication					
Uses appropriate communication (i.e., verbal, written, non-verbal)			X		TC communicated respectfully with all members of the school community. TC used multiple modes to deliver his expectations of curricular content and task instructions. I encourage TC to use a wider variety of management techniques to include non-verbal
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			communication such as eye contact and proximity. In the future, TC will become better at making use of available supports beyond those of the classroom.
--	--	---	--	--	--

OVERALL COMMENTS

TC has a warm and welcoming demeanor to which the students responded well. In time, I am confident that TC can develop more defined boundaries so as to maintain the class’ focus. Additional time with one class will also allow TC to help students achieve their goals by chunking instruction and dividing larger tasks into smaller parts.

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: _____