# SCHULICH SCHOOL OF EDUCATION INTERIM REPORT (Year 2 Block 2)

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

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| **ACHIEVEMENT LEVELS** | |
| **Level 4** | The Teacher Candidate demonstrates the required skills/attitudes with a high degree of effectiveness. |
| **Level 3** | The Teacher Candidate demonstrates the required skills/attitudes effectively. |
| **Level 2** | The Teacher Candidate demonstrates the required skills/attitudes with some effectiveness. |
| **Level 1** | The Teacher Candidate demonstrates the required skills/attitudes with limited effectiveness. Remediation is required. |

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| **KNOWLEDGE AND SKILLS** | **LEVEL** |
| **1. Professional Responsibility** | |
| Sustains 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) and 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 |  |
| **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 (over a series of lesson plans)**  **A) Series of Lesson Plans (i.e., Unit Planning)** | |
| Sequences specific expectations |  |
| Considers pacing and timing when planning |  |
| Plans for and supports the improvement of learning skills |  |
| Makes adjustments to meet the diverse needs of all learners |  |
| Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative) |  |
| Matches assessments with achievement chart categories |  |
| **B) Individual Lesson Plan and Delivery** | |
| Plans for individual lesson delivery |  |
| Implements lessons using a variety of teaching/learning strategies |  |
| Provides opportunities for all learners to investigate, discover, communicate, and apply their learning |  |
| Uses pacing and timing to enhance learning |  |
| Uses assessment to inform instruction and feedback |  |
| **4. Management and Communication** | |
| Uses appropriate communication (i.e., verbal, written, non-verbal) |  |
| Responds proactively to off-task behaviours |  |
| Encourages the development of learning skills and work habits |  |
| Uses available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher) |  |

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| **ASSOCIATE TEACHER COMMENTS** | |
| The Teacher Candidate has demonstrated strengths in the following areas: | |
| Next steps for development include: | |
| Days Absent: | Days Late: |

The Teacher Candidate is:PROGRESSING WELL PROGRESSING WITH DIFFICULTY

I have discussed this report with the Teacher Candidate

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