

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT

Teacher Candidate Name and Program: TC	Practicum Dates: Practicum I 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. Remediation is required.

KNOWLEDGE AND SKILLS

	1	2	3	4	Strengths/Next Steps for Development
1. Professional Responsibility					
Communicates and collaborates with others to create a positive learning community			X		TC understands responsibilities to learners and the learning environment. TC prepared lessons ahead of time so as to leave time for discussion before implementation. TC attempted to use the feedback in order to make lesson improvements. including using the available technology to enhance student learning. When encouraged, TC participated in professional communications within the larger learning community. For example, TC contributed and engaged in the professional day workshop on assessment and evaluation.
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)			X		
Completes assigned tasks according to agreed upon timelines			X		
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)			X		
Takes responsibility for personal organization, including observation notes and 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		
Perseveres and makes an effort when responding to challenges			x		

	1	2	3	4	Strengths/Next Steps for Development
2. Commitment to Learners					
Interacts and engages with learners to build rapport				X	TC has built a good rapport with the learners. TC demonstrates enthusiasm and respect toward all students and has created lessons with their needs in mind. As a next step, TC should work toward creating opportunities for the students to work on their problem solving and critical thinking skills using more creative strategies rather than relying solely on Socratic questioning.
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					
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary				X	TC was able to create learning goals and success criteria. TC would then discuss them with the students who then understood the links throughout the lesson. TC also used diagnostic tools to assess students’ prior knowledge and differentiated instruction based on the gathered information. TC used a variety of teaching/learning strategies including technology, manipulatives, and large and small group instruction. I encourage TC to involve the learners in all points in the lesson. For example, TC could engage learners in the creation of success criteria. I also recommend that TC continue to refine questioning techniques. Providing longer wait times when asking critical thinking questions would be particularly helpful.
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills				X	
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)			X		
Makes adjustments to meet the diverse needs of learners		X			
Plans for the learning environment and resources			X		
Plans and implements teaching/learning strategies to facilitate learning			X		
Plans a consolidation and/or application task			X		
Engages learners’ interests			X		
Uses some technologies and resources to facilitate learning			X		
Uses questioning and inquiry to facilitate learning		X			
Provides learners with opportunities to apply their learning			X		
Provides learners with opportunities to investigate, discover, and communicate their learning		X			
Checks for learners’ understanding			X		
Aware of pacing and timing and the need for a contingency plan			X		
Uses grade appropriate assessment strategies that match expectations			X		

	1	2	3	4	Strengths/Next Steps for Development
4. Management and Communication					
Models appropriate verbal communication (i.e., language, tone, volume, inflection)				X	TC displays good oral and written communication skills. TC uses these skills to engage the students' attention. In addition, TC uses active listening skills when engaged in discussions with staff or students. I encourage TC to develop a repertoire of management skills to include proximity control and use of non-verbal gestures, for example. Such strategies may prove beneficial in addressing off-task behaviour.
Models appropriate written communication (i.e., spelling, grammar, vocabulary)				X	
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)		X			
Demonstrates awareness of and responds proactively to off-task behaviours		X			
Reinforces existing rules and routines and attempts new strategies			X		
Reinforces positive behaviour			X		

OVERALL COMMENTS

Students were engaged in TC's lessons. TC's use of visuals helped to support students' learning. TC was receptive to the feedback I provided. With time, TC will gain more confidence and be better able to respond to off-task behaviours. TC will also benefit from additional experience to gain a variety of management techniques and take risks to apply them. I have noticed improvement over time and am confident that TC will continue to improve her skills.

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: _____