



uOttawa

## PRACTICUM INTERIM REPORT 2016-2017

**Teacher Candidate:**

**University of Ottawa Student Number:**

**School Name:**

**School Board:**

**Placement Period:**

**University of Ottawa Representative:**

**Associate Teacher:**

**Grade(s) - Subject Area(s):**

**Number of days late:**

**Number of days absent:**

### **Please Note:**

This evaluation should be based on the developmental nature of learning to teach. In filling out the report please keep in mind the Teacher Candidate's stage of preparation in the program. Teacher Candidates continue to develop their skills through observation, guided practice and the constructive feedback and mentoring of Associate Teachers.

If a Teacher Candidate receives any ratings of "Does Not Meet Expectations", the Faculty Representative and/or the Practicum Coordinator must be contacted and a Letter of Concern may be collaboratively generated.

Under the 'comment section' within each competency the Associate Teacher is encouraged to add descriptions of the positives that really stand out for the Teacher Candidate and/or to make suggestions in areas where the Teacher Candidate needs improvement.

Please refer to the rubric in the Practicum Guide for a clearer description of each competency level.

Teacher Candidate is responsible to email [practic2@uottawa.ca](mailto:practic2@uottawa.ca) or hand deliver a copy to the Practicum Office and your Faculty Representative. The original copy is kept by the Teacher Candidate.

## **A. PROFESSIONAL COMMITMENT COMPETENCY**

As a developing teacher, the Teacher Candidate:

### **Professional Interactions:**

Demonstrates professionalism in interactions.

Demonstrates a positive rapport with students

### **Professional Relationships:**

Interacts respectfully with members of school community.

Demonstrates an understanding of the Associate Teacher/ teacher candidate mentoring relationship

### **Professional Responsibility:**

Fulfills responsibilities identified by the Associate Teacher and the University Practicum Handbook (e.g., duties, reinforcing school rules, and/or other curricular activities)

Meets required guidelines (e.g., submitting lesson plans, marking, returning resources, attendance tracking)

### **Initiative:**

Demonstrates that he/she is a 'self-starter' and acts on suggestions and guidance from Associate Teacher.

### **Comments:**

## **B. COMMUNICATION COMPETENCY**

As a developing teacher, the Teacher Candidate:

### **Verbal Communication:**

Speaks clearly and understandably (e.g., pronunciation, modulation, volume, articulation).

Uses correct oral conventions (e.g., mechanics of the English language as well as subject specific terms and symbols).

### **Non-Verbal Communication:**

Uses effective and appropriate non-verbal communication (e.g., eye contact, facial expressions, body language).

Reads nonverbal communication and responds appropriately. (e.g., scans class to identify students who are not engaged).

### **Written Communication:**

Uses correct written conventions (e.g., mechanics of the English language, as well as subject specific terms and symbols).

Writes clearly and understandably (e.g., appropriate size and script text, legible text, layout of board work, overhead, multimedia).

### **Listening and Responding:**

Uses appropriate wait time (e.g., gives student appropriate time to process questions before responding).

Uses probing and prompting techniques (e.g., rephrases questions; provides cues).

Models effective listening skills (e.g., demonstrates active listening; demonstrates comprehension).

### **Comments:**

## **C. KNOWLEDGE COMPETENCY**

As a developing teacher, the Teacher Candidate:

### **Subject Knowledge:**

Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level.  
Provides clear explanations and demonstrates appropriate subject knowledge and related skills.

### **Developmental Nature of Learners:**

Responds to questions regarding lesson content in a knowledgeable and appropriate manner.  
Builds upon student responses to expand and extend the discussion and learning.

### **Curriculum:**

Demonstrates an understanding of the context in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plans).  
Demonstrates growth in understanding the Ontario curriculum expectations specific to grade and subjects taught

### **Comments:**

## **D. COMMITMENT TO STUDENTS COMPETENCY**

As a developing teacher, the Teacher Candidate:

### **Positive Learning Environment:**

Demonstrates a friendly, positive, and professional manner. Promotes class safety and wellness.

Demonstrates a professional presence in the classroom that helps to ensure students' attention and respect

### **Managing Classroom Environment:**

Demonstrates consistency in maintaining classroom routines and expectations.

Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).

### **Student Engagement:**

Uses proactive and preventative strategies for engaging students

Demonstrates an understanding of student's needs and responds in a culturally appropriate and flexible manner.

### **Collaborative Problem-Solving and Planning:**

Demonstrates an understanding of the need for collaborative planning and differentiation to address student learning needs (e.g., working with Associate Teacher, school staff)

### **Comments:**

## **E. PLANNING AND IMPLEMENTATION COMPETENCY**

As a developing teacher, the Teacher Candidate:

### **Development of Lesson Plans**

Utilises a lesson plan template including appropriate reference to Ontario curriculum. (e.g., overall and specific expectations )

Provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson (e.g., visuals, library/resources, technology, internet).

Incorporates a variety of appropriate instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning, technology).

Incorporates techniques for student engagement into plan (e.g., topic relevant to students' interests, appropriate questioning, student participation, use of manipulatives, labs, hands-on activities).

Incorporates opportunities for consolidation (e.g., summarizes key components of lesson) and application (e.g., follow-up activity, seatwork, homework).

Plans to gather evidence of student learning and next steps. (e.g., checking for understanding, summative and/or formative assessment).

Incorporates strategies to address student needs. (e.g., Students with IEPs, students at risk, English Language Learners).

### **Development of Unit Plans**

Demonstrates a continuity of plan and progression of learning (e.g., scope and sequence, culminating tasks). Demonstrates backwards design and differentiation.

### **Implementation of Lesson Plan:**

Ensures all materials are organized and ready for use prior to instruction.

Uses clear and effective instructional and questioning techniques that incorporate a range of thinking skills. Promotes relevant purposeful talk and student dialogue.

Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson (e.g., starting the lesson, conducting the lesson, giving instruction, collecting and distributing materials).

Employs instructional strategies that engage all learners. (e.g., way one starts and ends the lesson, hands-on activities, technology). Adjusts lessons to circumstances (e.g., able to resume lesson after interruption, addressing student needs). Ensures consolidation of student learning and closure of lesson.

**Assessment - Student Learning:**

Assesses student work fairly, accurately and in a timely manner.

Encourages students to seek ways to improve responses when giving answers in class, and/or in assignments/ tests.

**Comments:**

**Overall Comments:**

**Signature of Associate Teacher:**

**Date:**

**Signature of Teacher Candidate:**

**Date:**