

	PRACTICUM FEEDBACK FORM Associate Teacher
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Teacher Candidate		Associate Teacher	
Board		Grade/Subject Area	
School		Date	

Please Note:

- *This form is available to assist you in providing written feedback to the Teacher Candidate and to supplement the ongoing verbal feedback given to the Teacher Candidate. The comments are based on observation of the Teacher Candidate's performance in the classroom as well as through discussion with the Teacher Candidate.*
- *These comments should take into account the developmental nature of learning to teach. Teacher candidates continue to develop their skills through observation, guided practice and the constructive feedback and mentoring of Associate Teachers. Comments should reflect areas of strength, areas for further development, and suggestions to improve practice. This is a component of the Teacher Candidate's formative assessment.*

EVALUATED COMPETENCIES	ASSOCIATE TEACHER'S COMMENTS
A. PROFESSIONAL COMMITMENT COMPETENCY	COMMENTS
<p>As a developing teacher, the Teacher Candidate</p> <p>Professional Interactions: Demonstrates professionalism in interactions. Demonstrates a positive rapport with students.</p> <p>Professional Relationships:</p> <p>Interacts respectfully with members of school community.</p> <p>Demonstrates an understanding of the Associate Teacher/Teacher Candidate mentoring relationship.</p> <p>Professional Responsibility:</p> <p>Fulfills responsibilities identified by the Associate Teacher and the University Practicum Handbook. Meets required deadlines.</p> <p>Initiative:</p> <p>Demonstrates that he/she is a 'self-starter' and acts on</p>	

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<p>suggestions and guidance from the Associate Teacher.</p>	
<p>B. COMMUNICATION COMPETENCY</p> <p>As a developing teacher, the Teacher Candidate:</p>	<p>COMMENTS</p>
<p>Verbal Communication:</p> <p>Speaks clearly and understandably. Uses correct oral conventions.</p> <p>Non-Verbal Communication:</p> <p>Uses effective and appropriate non-verbal communication. Reads nonverbal communication and responds appropriately.</p> <p>Written Communication:</p> <p>Uses correct written conventions. Writes clearly and understandably.</p> <p>Listening and Responding:</p> <p>Uses appropriate wait time. Uses probing and prompting techniques. Models effective listening skills.</p>	
<p>C. KNOWLEDGE COMPETENCY</p> <p>As a developing teacher, the Teacher Candidate:</p>	<p>COMMENTS</p>
<p>Subject Knowledge:</p> <p>Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level. Provides clear explanations and demonstrates appropriate subject knowledge and related skills.</p> <p>Developmental Nature of Learners:</p> <p>Responds to questions regarding lesson content in a knowledgeable and appropriate manner. Builds upon student responses to expand and extend the discussion and learning.</p> <p>Curriculum:</p> <p>Demonstrates an understanding of the context in which the learning takes place. Demonstrates growth in understanding the Ontario curriculum expectations specific to grade and</p>	

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subjects taught.	
D. COMMITMENT TO STUDENTS COMPETENCY As a developing teacher, the Teacher Candidate:	COMMENTS
<p>Positive Learning Environment:</p> <p>Demonstrates a friendly, positive, and professional manner. Promotes class safety and wellness.</p> <p>Demonstrates a professional presence in the classroom that helps to ensure students' attention and respect.</p> <p>Managing Classroom Environment:</p> <p>Demonstrates consistency in maintaining classroom routines and expectations.</p> <p>Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).</p> <p>Engaging Students:</p> <p>Uses proactive and preventative strategies for engaging students.</p> <p>Demonstrates an understanding of student's needs and responds in a culturally appropriate and flexible manner.</p> <p>Collaborative Problem-Solving and Planning:</p> <p>Demonstrates an understanding of the need for collaborative planning and additional resources to assist and manage students experiencing behavioural difficulties. (e.g. working with the Associate Teacher, school staff)</p>	
E. PLANNING AND IMPLEMENTATION COMPETENCY As a developing teacher, the Teacher Candidate:	COMMENTS
<p>Development of Lesson Plans</p> <p>Utilises a lesson plan template including appropriate reference to Ontario curriculum.</p> <p>Provides in lesson plan sufficient detail and timing for each part</p>	

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<p>of the lesson. Uses appropriate resources to enhance lesson.</p> <p>Incorporates a variety of appropriate instructional strategies into lesson plan.</p> <p>Incorporates techniques for student engagement into plan.</p> <p>Incorporates opportunities for consolidation and application.</p> <p>Plans to gather evidence of student learning and next steps.</p> <p>Incorporates strategies to address student needs.</p> <p>Development of Unit Plans</p> <p>Demonstrates a continuity of plan and progression of learning. Demonstrates backwards design and differentiation.</p> <p>Implementation of Lesson Plan:</p> <p>Ensures all materials are organized and ready for use prior to instruction.</p> <p>Uses clear and effective instructional and questioning techniques that incorporate a range of thinking skills.</p> <p>Promotes relevant purposeful talk and student dialogue.</p> <p>Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson.</p> <p>Employs instructional strategies that engage all learners.</p> <p>Adjusts lessons to circumstances. Ensures consolidation of student learning and closure of lesson.</p> <p>Assessment - Student Learning:</p> <p>Assesses student work fairly, accurately and in a timely manner.</p> <p>Encourages students to seek ways to improve responses when giving answers in class, and/or in assignments/tests.</p>	