



BACHELOR OF PRIMARY EDUCATION STUDIES

Practicum 1 Report

Name of Teacher Candidate: _____ Teacher Candidate ID No: _____

School: _____ Dates of Practicum: _____ Associate Teacher: _____

Site Coordinator: _____ Practicum Supervisor: _____

Date(s) of Absences & reasons: _____

Teaching contexts (description of subjects and/or year levels taught, nature of school and other relevant details):

Details about report form: This report has been written at the conclusion of the first block practicum in the Bachelor of Primary Education Studies Course. The duration of the practicum is 3 weeks.

- The anticipated teaching outcomes to be demonstrated by teacher candidates should be viewed in the context of the developmental progression through the ongoing practicum experience. Teacher Candidates may demonstrate competence beyond the anticipated level, or alternatively continue to work towards these outcomes.
- The criteria in this report are based on the standards expected of beginning teachers developed by the Ontario College of Teachers
- The report:
 - i) is an educative document designed to assist students to improve their teaching practice;
 - ii) is an assessment document used by the University as part of subject requirements; and,
 - iii) is used as part of a reference for job applications.

Please fax or email the completed report to: PROGRAM COORDINATOR,
CHARLES STURT UNIVERSITY, ONTARIO

EXAMPLE ONLY

**Bachelor of Primary Education Studies Practicum Profile
PRACTICUM 1**

Please rate the preservice teacher's practice in each of the following categories using this *Rating* scale. Circle the appropriate grade

1. Causing concern 2. Achieving with limited support 3. Achieving independently 4. High quality independent reflective practice

KEY ELEMENTS		EXPLICIT OUTCOMES	EXAMPLES OF INDICATORS
1	Planning and Implementing the Teaching & Learning process	Plans purposeful activities/lessons to achieve specific student learning outcomes with teacher guidance <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Makes knowledge and skills accessible to others • Establishes clear purposes for learning programs in terms of agreed student learning outcomes • Makes clear links between student outcomes and lesson content • Organises time and space to enrich the learning environment • Motivates students with interesting and varied lesson introductions and activities
		Manages Classrooms, Interactions & Behaviour <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Acknowledges appropriate student behaviour • Fosters self-discipline among students • Uses an approach which emphasises consequences for inappropriate behaviour • Develops clear routines for managing student behaviour consistent with school policy • Establishes classroom management strategies that support learning and respect the dignity of students
		Understands the role of structured reflection in enhancing teaching and learning outcomes <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Reflect on current practice to determine if needs of individuals and groups of students are being met • Use a variety of sources of feedback to evaluate teaching success • Modify and refine teaching practices using a variety of sources and resources • Reflects on successes and identifies areas for improvement in teaching
2	Commitment to Students and to Student Learning	Communicates effectively with students <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Listens and responds to students' questions, comments, interests and silences • Provides a positive environment in which all students are motivated to learn • Explains and negotiates student goals and expectations • Demonstrates clear and effective oral and written communication
		Recognises student's place in, and contribution to, society as a learner <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Helps students connect learning to their own life experiences and spiritual and cultural understandings • Provides a positive environment that challenges any form of discrimination • Challenge students in the pursuit of excellence

		Demonstrates care and commitment to students <i>Rating:</i> 1 2 3 4	<ul style="list-style-type: none"> • Regards all students as individuals and treats them with respect • Acts to establish a learning community in which all students are engaged • Encourages students to take intellectual risks • Is sensitive to students' emotional needs and provides support • Model for students the value of curiosity and joy of learning
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EXAMPLE ONLY

		<p>Understands the role of authentic assessment for improved learning</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Assesses student learning according to relevant indicators Uses several strategies to assess student achievement Makes anecdotal/observation records Substantiates observations of students' learning with work samples Discusses observations with teachers Awareness of official assessment policy at school and district level
3	Using and Developing Professional Knowledge	<p>Demonstrates knowledge of the curriculum in appropriate subject areas.</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Understands the content and structure of appropriate syllabus documents and their interrelationship Makes connections between curriculum expectations and resources
		<p>Demonstrates knowledge of the student and how they develop and learn.</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Demonstrates an understanding of developmental learning Sets tasks which extend all students' current levels of achievement Designs lessons which respond to individual students' backgrounds and needs – physical, emotional, cultural, language, gender, community etc
		<p>Sustains learning through innovation and change</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Act as a team member and a leader where appropriate Interact with others in problem solving and conflict resolution
		<p>Demonstrates knowledge of the learning environment</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Is flexible in dealing with students, curriculum and the learning environment Understands provincial legislation, policies and procedures schools and learners Exercises professional integrity and judgement Demonstrates fairness to all students
4.	Leadership and Community	<p>Acts responsibility in support of the learners and the community</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Builds trust with students, parents and the community Communicates clear, challenging and achievable expectations for students in a supportive environment Contributes to the overall goals of the school
		<p>Understands the role of "learning communities"</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Invites parents and community members to share knowledge and skills within the learning environment Support students to share their learning with the whole school community Demonstrate your place as a learner within the classroom and broader school community
5	Ongoing Professional Learning	<p>Demonstrates a commitment to lifelong learning</p> <p><i>Rating:</i></p> <p>1 2 3 4</p>	<ul style="list-style-type: none"> Acts as role model who demonstrates the notion of lifelong learning Establishes personal goals that reflect a commitment to professional growth Collaborate with colleagues to improve practice

SUMMARY STATEMENTS

Overall comments about strengths and weaknesses of the student on this practicum.

Comments by Site Coordinator:

Comments by Principal/Vice Principal:

After the report has been read and discussed with Teacher Candidate, please sign:

Associate Teacher: _____ Date: _____ Site Coordinator: _____ Date: _____

Principal/VP: _____ Date: _____

Comments by Teacher Candidate on practicum experience. (*Outline what you have learned about yourself and about teaching during this practicum.*)

Teacher Candidate: _____ Date: _____

By signing this report you are indicating that you have discussed this with your practicum supervisor/s but does not necessarily mean that you agree with what has been written.

EXAMPLE ONLY