



Ontario

TERM 1

BACHELOR OF PRIMARY EDUCATION STUDIES

Practicum Evaluation Report

Att.4:Prac.Eval.Term1.08-09

Teacher Candidate	Teacher Candidate ID No.	School	District
Dates of Practicum	Associate Teacher	Site Coordinator	Faculty Supervisor
02/09/08 – 05/12/08			
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 2-day a week practicum began in September and concluded with a 3 week block practicum in November-December.

- 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 of Practice developed by the Ontario College of Teachers. The descriptors provided are presented as examples of ways in which candidates may demonstrate the standards and are intended as descriptive samples, rather than a prescriptive and exhaustive list of behaviours. As such a candidate may be demonstrating performance *beyond expectations* while not demonstrating all of the examples provided. Associate Teachers should feel free to use their professional judgement in their determination of the levels assigned to the candidate.
- The report may be used as:
 - i. an educative document designed to help students improve their teaching practice;
 - ii. an assessment document by the University as part of subject requirements;
 - iii. part of a reference for job applications.

Please fax or deliver the completed report to: PRACTICUM COORDINATOR,
CHARLES STURT UNIVERSITY, ONTARIO (Fax: 905-333-6562)

Attachment 4

BACHELOR OF PRIMARY EDUCATION STUDIES Practicum Evaluation Report

Please mark the appropriate rank in each of the following categories using this RATING SCALE

The Teacher Candidate's application of the knowledge and skills identified below is:

1. Not yet demonstrated 2. Beginning to be demonstrated 3. Demonstrated most of the time 4. Demonstrated consistently at competent levels

1. COMMITMENT TO STUDENTS & TO STUDENT LEARNING					(Examples)
Communicates effectively with students					<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 Demonstrates clear and effective oral and written communication
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Recognizes student's place in, and contribution to, society as a learner					<ul style="list-style-type: none"> Helps students connect learning to their own life experiences which could include spiritual and cultural understandings of themselves and others Provides a positive environment that challenges any form of discrimination Challenges students in the pursuit of personal excellence and social responsibility
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Demonstrates care and commitment to students					<ul style="list-style-type: none"> Regards all students as individuals and treats them with fairness and respect Models curiosity and joy of learning and encourages students to take intellectual risks Is sensitive and responds to students' emotional needs
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Additional Comments:					
2. DEVELOPING AND USING PROFESSIONAL KNOWLEDGE					(Examples)
Demonstrates knowledge of the curriculum in appropriate subject areas					<ul style="list-style-type: none"> Uses the content and structure of appropriate curriculum documents Makes connections between curriculum expectations and resources Identifies the interrelationships between curriculum documents to promote integrated learning Demonstrates competence in learning content and skills for Term 1 curriculum areas
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Demonstrates knowledge of the student and how they develop and learn					<ul style="list-style-type: none"> Demonstrates an understanding of developmental learning Designs lessons which respond to individual students' backgrounds and needs Sequences lessons that demonstrate a knowledge of the learning process
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Demonstrates knowledge of the learning context					<ul style="list-style-type: none"> Is flexible in dealing with students, curriculum and the learning environment Applies provincial legislation, policies and procedures in schools and with learners Demonstrates the ethical standards of care, respect, integrity and trust to all members of the school community Uses knowledge of the socia/cultural mix and the expectations of the school community in structuring the classroom environment
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Additional Comments:					

3. PLANNING AND IMPLEMENTING THE TEACHING AND LEARNING PROCESS					(Examples)
Plans purposeful lessons and lesson sequences to achieve student learning expectations					<ul style="list-style-type: none"> Motivates and engages students with interesting and varied lesson introductions and instructional strategies Establishes clear purposes for lessons in terms of student learning expectations Makes clear links between student expectations and lesson content Promotes learning through innovative approaches and strategies Organizes time, space, and resources to enrich the learning environment
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Manages classroom, interactions and behaviours					<ul style="list-style-type: none"> Develops clear routines for fostering self-discipline among students Uses an approach that focuses on student behaviour while supporting learning and respecting the dignity of students Demonstrates and models clear expectations for behaviour that reflects school policy
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Uses authentic assessment for improved learning					<ul style="list-style-type: none"> Uses several strategies to assess student learning according to relevant expectations Uses assessment data (e.g., anecdotal/observations, work samples) to inform instructional plans Demonstrates an awareness of official assessment policy at school, district , and provincial level
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Understands the role of structured reflection in enhancing teaching and learning outcomes					<ul style="list-style-type: none"> Reflects on current practice to determine if needs of individuals and groups of students are being met Seeks a variety of resources for feedback to modify and refine teaching practices Asks questions about teaching performance and accepts and incorporates feedback Reflects on successes and identifies areas for improvement in teaching
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Additional Comments:					
4. LEADERSHIP IN LEARNING COMMUNITIES					(Examples)
Acts with responsibility in support of the learners and community					<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
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Uses strategies to support 'learning communities'					<ul style="list-style-type: none"> Acts to establish a learning community in which all students are engaged Demonstrates place as a learner within the classroom and broader school community Collaborates with colleagues to improve student learning Acts as a role model who demonstrates the notion of lifelong learning
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Additional Comments:					

SUMMARY STATEMENTS

Overall comments about strengths and areas for development of the Teacher Candidate on this practicum.

Comments by Site Coordinator:

Comments by Principal/Vice Principal:

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

Associate Teacher: _____ Date: _____

Site Coordinator: _____ Date: _____

Principal/Vice Principal: _____ Date: _____

Comments by Teacher Candidate:

Teacher Candidate: _____ Date: _____

Signing this report indicates that you have discussed this with your practicum supervisor/s but does not suggest agreement with everything that is written.