

Associate Teacher Report for Practicum 4 (Year Two, Spring)

Associate Teacher:	JESSICA BEARINGER
School:	DRIFTWOOD PARK PS
Grade(s) & Subject(s)	GRADES 1/2

Teacher Candidate:	ARLISST MOUNTFORD
Program (circle one):	<input checked="" type="radio"/> PJ PJ French JI IS
Days Absent:	0

To the Associate Teacher:

Please provide ongoing feedback to your TC. This form may also be used as a *Formative* Assessment tool. Towards the end of the last week of the practicum, please assess your Teacher Candidate's progress by marking the continua below; as well, check one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

<input checked="" type="checkbox"/>	Overall, this practicum placement has been satisfactory.
<input type="checkbox"/>	Overall, this practicum placement has not been satisfactory.

Continuum of Progress

Professionalism:	Needs Improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Demonstrates professionalism in attitude, appearance, and conduct:	●—————●	●—————●	●—————●	●—————●	<p>Associate Teacher's Comments</p> <ul style="list-style-type: none"> - comes prepared & excited to start the day - takes initiative and can handle responsibilities of a teacher - communicates well to plan, to learn & grow personally - appreciates all students
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	●—————●	●—————●	●—————●	●—————●	
Demonstrates consistent and punctual attendance:	●—————●	●—————●	●—————●	●—————●	
Upholds OCT standards of respect, integrity, trust, and care:	●—————●	●—————●	●—————●	●—————●	
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	●—————●	●—————●	●—————●	●—————●	

Lesson Planning:	Needs Improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Consults with Associate Teacher to identify topics and lessons to be taught:	●—————●	●—————●	●—————●	●—————●	<p>Associate Teacher's Comments</p> <ul style="list-style-type: none"> - her enthusiasm shone throughout her excitement grew discussing & planning. - learned how to access ministry resources to support lessons & curriculum - continues to plan & identify how to collect data to gain students' full understanding of concepts being taught.
Identifies outcomes and plans content to support provincial curriculum:	●—————●	●—————●	●—————●	●—————●	
Prepares detailed and complete written lesson plans:	●—————●	●—————●	●—————●	●—————●	
Makes lesson plans available for AT review in time for feedback & revision if necessary:	●—————●	●—————●	●—————●	●—————●	

understanding of concepts being taught.

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **These weekly expectations, therefore, are guidelines, not absolute requirements.** Individual differences in ATs and TCs—in all teachers and learners—must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. *Gradual* assumption of responsibility gets better results than the *sink or swim* approach. Start with the TC's areas of greatest strength and comfort. **Insist on detailed written plans before the TC steps in front of the class, and provide regular feedback—TCs want and need your constructive comments.**

WEEK ONE	WEEKS TWO, THREE and FOUR	WEEK FIVE and SIX
<p>Active Observation, Plan, Teach, Assess</p> <p>Teaching Work Load: Up to 1/2 of the day</p> <ul style="list-style-type: none"> Share your Profile with your AT Observe your AT during all parts of the AT's day. Continue to use Active Observation templates. Priority: get to know students' names. Observe other teachers as can be arranged. Assist your AT in all out-of-classroom duties <p>With your AT: Identify lessons and topics you will teach - up to 1/2 day based on your readiness and ability.</p>	<p>Active Observation, Plan, Teach, Assess</p> <p>Teaching Work Load: Up to a full day</p> <ul style="list-style-type: none"> Continue Active Observation of your AT, students, classroom, school, and other teachers. Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach – up to the full day based on your readiness and ability.</p> <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p><i>Make daily entries/updates in your Organizational Binder</i></p>	<p>Active Observation, Plan, Teach, Assess</p> <p>Teaching Work Load: Up to a full day</p> <ul style="list-style-type: none"> Continue Active Observation of your AT, students, classroom, school, and other teachers. Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach—up to a full day based on your readiness and ability.</p> <p>◆ On your own time: Prepare a written Self-Evaluation. Use the Associate Teacher's Report for Practicum 4 to evaluate your own performance on this practicum.</p> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p><i>Make daily entries/updates in your Organizational Binder</i></p> <p>END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation</p>
<p>Establish and maintain your Practicum FOUR Organizational Binder. Include at least the following:</p> <ul style="list-style-type: none"> timetable, seating plan, class list, supervision schedules (hall, yard, etc.); your daily schedule with notes; all your lesson plans; AT's feedback (if not provided in writing, make notes about it!); your reflective comments on what you are observing; learning resources and good ideas. 		

The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. Your Associate Teacher is responsible for everything that happens in his or her classroom, and needs to know that what you intend to do is acceptable, safe, and educative. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans. At this point, as a learner, you *must*. You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook on our web site- FORMS

Your lesson plans must include:

- ◆ appropriate curriculum expectations and learning goals;
- ◆ appropriate instructional strategies to support learning;
- ◆ appropriate assessments to support student learning.

Western Education

Pedagogy:	Needs Improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
Use a variety of appropriate instructional strategies to support student learning:	●				<p>Associate Teacher's Comments</p> <ul style="list-style-type: none"> - collaborated often to plan lessons - often reflected on lessons - incorporated technology during lessons & in tasks. - continues to plan purposeful interventions & work students to lessons - continues to plan creative ways to involve students <p>Associate Teacher's Comments</p> <ul style="list-style-type: none"> - asked questions & reflected often on her approach & interactions with high needs students - supply teachers and other staff commented how helpful, good she is. - genuinely cares for all students
Engages and motivates students, and captures their interest:	●				
Uses technology as appropriate to enhance instruction and student learning:	●				
Uses a range of instructional approaches to suit different learning styles and needs:	●				
Integrates appropriate assessment strategies into lessons:	●				
Classroom and School Environment:					
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	●				
Employs effective classroom management strategies:	●				
Establishes supportive, respectful, and professional relationships with students:	●				
Develops appropriate and positive professional relationships with all teachers, staff, and administration:	●				

ADDITIONAL COMMENTS (optional):

Associate Teacher's Name: Jessica Beckinger Associate Teacher's Signature: _____ Date: Mar. 29/18

Teacher Candidate's Name: MariSSa Mountford Teacher Candidate's Signature: _____ Date: March 29, 2018

(Teacher Candidate's signature indicates he or she has received a copy of this report.)

Associate Teacher:	Julie Taghizadeh
School:	Driftwood Park
Grade(s) & Subject(s)	Grade ½ (English part of French Immersion), P.E. grade 1-6, kindergarten planning

Teacher Candidate:	Marissa Mountford
Program	PJ
Days Absent:	0

X	Overall, this third practicum placement has been satisfactory.
	Overall, this third practicum placement has not been satisfactory.

To the Associate Teacher: Provide ongoing feedback to your TC using this form or another (see Practicum Handbook) as a *Formative Assessment* tool. If you are concerned about the TCs progress, please contact Christine Knight-Smith. Towards the end of the final week of the practicum, prepare a *Summative Report* by marking the continua below and checking one box to the right to indicate whether the practicum overall was satisfactory or not satisfactory.

Continuum of Progress

Professionalism:	Needs Improvement	Making Progress	Very Good	Outstanding	
Demonstrates professionalism in attitude, appearance, and conduct:					Marissa had a successful placement in her grade ½/P.E. placement at Driftwood Park. She presented as professional in her appearance and punctuality. She demonstrated enthusiasm for her lessons and had an excellent rapport with students, knowing all the names in the homeroom class and in six other rotary classes for gym (kindergarten to grade 6). Marissa engaged self reflection about her lessons, noting strengths and weaknesses and communicated what she might do to improve future lessons. She often took AT feedback and incorporated suggestions into her upcoming lessons. \r\n
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):					
Demonstrates consistent and punctual attendance:					
Upholds OCT standards of respect, integrity, trust, and care:					
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:					

Lesson Planning:	Needs Improvement	Making Progress	Very Good	Outstanding	
Consults with Associate Teacher to identify topics and lessons to be taught:					Marissa communicated her ideas about lessons/topics with her AT. She prepared worksheets and materials in advance of lessons. Marissa is encouraged to use premade worksheets carefully to be sure they clearly and effectively address the learning expectations she is working on with the class and to be sure they are not too time consuming, and include enough spacing for writing. She needs to be sure to submit detailed lesson plans in advance of lessons to ensure she has a clear plan for the lesson and lists possible guiding questions to ask students, and possible questions to ask the AT. Marissa would benefit from including an anchor chart for lessons for future reference for students.
Identifies outcomes and plans content to support provincial curriculum:					
Prepares detailed and complete written lesson plans:					
Makes lesson plans available for AT review in time for feedback & revision if necessary:					

Pedagogy:	Needs Improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
<p>Uses a variety of appropriate instructional strategies to support student learning:</p> <p>Engages and motivates students, and captures their interest:</p> <p>Uses technology as appropriate to enhance instruction and student learning:</p> <p>Uses a range of instructional approaches to suit different learning styles and needs:</p> <p>Integrates appropriate assessment strategies into lessons:</p>	_____	_____	_____	_____	<p style="text-align: center;">Associate Teacher's Comments</p> <p>Marissa shows enthusiasm for her lessons (especially the read aloud) and the students shared her enthusiasm. She also seemed to enjoy working with the kindergarten students during planning time. During lessons, she allows students time to think/reflect before sharing their ideas/answers. Marissa guided students in a quick review of previous lessons topics before beginning a new lesson. She included the use of technology for some lessons, but is encouraged to continue to find ways to integrate technology in the students learning. When planning and executing lessons, Marissa is encouraged to aware of student movement and attention abilities. The students would benefit from some breaks from longer lessons on the carpet and more student engagement in the lesson (less teacher centred/directed learning and more critical thinking skills and problem solving). Breaking students into smaller groups for discussions and reflection will increase student engagement and participation. Scaffolding lessons will allow students to consolidate material. Marissa created simple assessment and rubrics for marking. She is encouraged to take anecdotal notes to add to her assessment and checklists to keep track of participation.</p>

Classroom and School Environment:	Needs Improvement	Making Progress	Very Good	Outstanding	Associate Teacher's Comments
<p>Maintains a safe and respectful classroom environment through personal example and positive interactions with students:</p> <p>Employs effective classroom management strategies:</p> <p>Establishes supportive, respectful, and professional relationships with students:</p> <p>Develops appropriate and positive professional relationships with all teachers, staff, and administration:</p>	_____	_____	_____	_____	<p style="text-align: center;">Associate Teacher's Comments</p> <p>Marissa demonstrated good student management in the classroom and the gym. She often gives encouragement and compliments to students who are "on task" and gentle reminders to students not following instructions. She has a warm, calm and friendly tone when interacting with students (both younger and older) and interacts with them in a positive way, by listening to their stories and getting to know them more personally. She also shared some of her personal stories to help the students get to know her. Marissa successfully uses familiar routines to get students attention (having students repeat/or "call back" instructions, waiting for quiet before giving instructions, clapping, lights etc.). She often reminds students to make good partner and seating choices to make the best of their learning time. During lessons, Marissa is encouraged to wander the classroom and continuously to monitor students work and zone in on kids who are struggling with the task or need reminders to begin the task.</p>

ADDITIONAL COMMENTS (optional):

Marissa was a pleasant student teacher who gained experience with a variety of classes including an active grade 4/5 class, kindergarten and several Physical Education classes (grade one to six). She was encouraging and supportive to all students and genuinely interested in their learning. Marissa will continue to develop her teaching styles and strategies and has a great start to her teaching journey. I enjoyed my time working with her, and she will be missed. Good luck in future placements!

Associate Teacher's Name:

Julie Taghizadeh

Associate Teacher's Signature:



Date

Oct 24/17

Teacher Candidate's Name:

Marissa Mansford

Teacher Candidate's Signature:



Date

Oct 24/17

(Teacher Candidate's signature indicates only that he or she has received a copy of this report.)