

Practicum 3 Report: October 13 – 23, 2020

Teacher Candidate Name:

Associate Teacher Name:

Grade:

School:

School Board:

Teacher Candidates (TCs) complete the third practicum at a Professional Development School in Year Two. The third practicum is a two-week placement during which TCs take increasing responsibility for lesson planning, instruction, and assessment. During Practicum Three, under the supervision of the associate teacher, TCs begin the practicum by assuming responsibility for teaching 50% of the associate teacher’s instructional time and gradually work up to assuming responsibility for teaching 75% of the time from the midpoint to the end of the practicum.

Overall practicum rating:

Rating legend: Exemplary, Proficient, Satisfactory, Unsatisfactory

Summary of practicum evaluation:

Rating legend:

- M: Meets expectations for current stage in program.
- P: Progressing toward expectations for current stage in program.
- N: Not meeting expectations for current stage in program.
- N/A: Not applicable or not observed.

Learner-centred Practicum Assessment Criteria	Rating
Demonstrates respect for students’ family, cultural, and language practices.	
Responds to individual needs of students.	
Encourages student responsibility for learning and classroom behaviour.	
Establishes a safe and positive classroom climate.	
Establishes a rapport with students.	
Establishes clear routines, procedures and transitions.	
Presents lessons that allow the child to build a mastery of concepts.	
Employs effective classroom management strategies.	

Comments about Learner-centred Practicum Assessment Criteria:

Knowledge-centered Practicum Assessment Criteria	Rating
Utilizes a variety of resources to research the content of lessons.	
Connects lessons to appropriate Ministry curriculum expectations.	
Presents accurate information.	
Makes interdisciplinary connections clear to children.	

Comments about Knowledge-centred Practicum Assessment Criteria:

Community-centered Practicum Assessment Criteria	Rating
Contributes positively to school community.	
Engages in professional relationships with the Associate Teachers, Principal, and other school staff.	
Builds a classroom community that celebrates diversity.	

Comments about Community-centered Practicum Assessment Criteria:

Pedagogy-centered Practicum Assessment Criteria	Rating
Plans clear and developmentally appropriate lessons.	
Implements lesson plans effectively.	
Motivates students and engages them in learning.	
Has materials and equipment ready in advance.	
Integrates appropriate technologies into instruction.	
Provides effective and timely feedback to students.	
Differentiates instruction to meet individual needs.	
Uses a variety of sound teaching methods.	
Uses assessment data to plan instruction.	
Employs a variety of assessment techniques.	

Comments about Pedagogy-centred Practicum Assessment Criteria:

Professionally-centered Practicum Assessment Criteria	Rating
Demonstrates consistent punctual attendance.	
Demonstrates initiative, enthusiasm, and effort.	
Models clear oral and written communication.	
Demonstrates professional attire and appearance.	
Accepts responsibility for own behaviour.	
Upholds the principles of the ethical standards of care, integrity, trust, and respect.	
Engages in ongoing reflection to improve practice.	
Maintains confidentiality and respects privacy of students and colleagues.	
Presents copies of the draft for each lesson plan to the Associate Teacher 24 hours before the lesson is to be taught.	

Comments about Professionally-centred Practicum Assessment Criteria:

This Practicum report has been compiled and verified by Mr. Bruce Alexander, Field Experience Officer, Laurier Faculty of Education.



Bruce Alexander, MEd, OCT

October 30, 2020

Date Report Completed