



## Associate Teacher's Summative Report

Reporting Period: October - December 2022

Program Type: -- Please Select --

Year: 1 FALL

Teacher Candidate (TC): Samantha Park

Associate Teacher (AT): Michelle Wilson

School: Princess Elizabeth

Grade(s) & Subject(s): Gr. 5/6, Language Arts, Math, Sci

### To the Associate Teacher:

Please provide ongoing feedback to your Teacher Candidate. At the end of this practicum, use this form to provide summative feedback to your Teacher Candidate. Assess your Teacher Candidate's progress by marking the Progress Chart below.

### Legend

<b>DAE</b>	<b><i>Developing As Expected</i></b> Teacher Candidate displays the appropriate level of skill development.
<b>NFD</b>	<b><i>Needs Further Development</i></b> Teacher Candidate displays slightly below the appropriate skill development.
<b>AR</b>	<b><i>At Risk</i></b> Teacher Candidate does not display the appropriate skill development for their level of experience and progression through the program. External support and intervention required.
<b>N/A</b>	<b><i>Not Applicable (On Formative Assessment Only)</i></b> Teacher Candidate has not had an opportunity to show this skill during the first two weeks of this practicum <b>OR</b> Too soon to evaluation the Teacher Candidate on this item in the Progress Chart.

### (A) Progress Chart:

Professionalism:	DAE	NFD	AR
Demonstrates professionalism in attitude, appearance, conduct;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (e.g., shows initiative, enthusiasm, and interest in improving professional practice);	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust, and care;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes supportive, respectful and professional relationships with students, teachers, staff, and administration;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Observation and Participation:	DAE	NFD	AR
Takes initiative to learn about the school community;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes initiative to learn about the classroom, students and lesson planning;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes and supports individual and small groups during AT's lessons and other classroom activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Collaboration and Assistance:</b>	<b>DAE</b>	<b>NFD</b>	<b>AR</b>
Assists AT in planning and co-teaching a variety lessons and activities for students;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists AT in out-of-classroom duties and supervision;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists in extra-curricular activities in the school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Classroom and School Environment</b>	<b>DAE</b>	<b>NFD</b>	<b>AR</b>
Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows awareness of and begins to develop effective classroom management skills;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handles and maintains classroom/school scheduling routines effectively;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays the ability and willingness to be flexible and adaptable when changes arise;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays and models good time management skills;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays and models good organizational skills;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Planning and Preparation:</b>	<b>DAE</b>	<b>NFD</b>	<b>AR</b>
Consults with AT to identify topics and lessons to be taught;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes lesson plans available for AT review in time for feedback and revision if necessary;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed and complete written lesson plans;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons have appropriate curriculum expectations, learning goals and success criteria;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares appropriate and relevant instructional resources;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans engaging and meaningful introductory and culminating activities;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps an up-to-date, well-organized Teacher Day Book	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Pedagogy and Lesson Execution</b>	<b>DAE</b>	<b>NFD</b>	<b>AR</b>
Presents material in an accurate and meaningful manner to students;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets clear instructional expectations;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes a variety of strategies to engage and motivate students and capture their interest	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a range of instructional approaches to support the needs of all learners;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates flexibility and adaptability in lesson delivery and pacing;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes a variety of questions with fluidity within the learning context;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to students' questions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication	DAE	NFD	AR
Speaks with clarity, and with appropriate volume and expression;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models appropriate oral communication including phrasing, grammatical form, and enunciation;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays sensitivity to individual learners by tailoring a variety of nonverbal strategies to enhance learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment	DAE	NFD	AR
Uses a range of effective strategies to assess student learning (as, of, for)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate assessment strategies into lessons;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides specific, meaningful and timely feedback and individual attention;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records/tracks assessment and provides to associate teacher	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-Reflective Practice	DAE	NFD	AR
Is self-reflective;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts constructive feedback;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates ATs suggestions into professional practice;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(B) Associate Teacher Comments:**

Strengths	Areas of Improvement
<p>Miss Park:</p> <ul style="list-style-type: none"> <li>-kind and developing good rapport with students</li> <li>-made creative and engaging lessons</li> <li>-good knowledge of curriculum as shown in lesson plans</li> <li>-demonstrates an understanding of the need for collaborative planning and additional resources to assist in teachers developing engaging lessons</li> <li>-works well one-to-one with struggling students</li> </ul>	<p>My suggestions is that you could improve on being aware of all of the activities and behaviours going on in the class when working one-to-one or with a small group, don't forget to look around and re-direct off task students or stay in proximity of students who may be off task, just for that visual reminder that you are observing them still. Don't rush through lessons just to finish them, try to ensure student understanding first and foremost. It is okay to back track and stay on a concept longer to ensure understanding.</p> <p>Timing of lessons were sometimes long, wrap up earlier so students won't feel rushed and they can easily transition for home time or nutrition break.</p>

**Please Check ONE**

- Overall, this practicum placement has been satisfactory.
- Overall, this practicum placement has not been satisfactory.

Dates of Absense(s):	Dates of Make-up Day(s):

Associate Teacher's Signature: MW Date: Dec 16/22

Teacher Candidate's Signature: Spark Date: Dec 16/22

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