



Teacher Candidate (TC): Kee Seop Ahn

Associate Teacher (AT): Jillian Hubick

School: King Edward Public School

Grade(s) & Subject(s): 3

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

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

(A) Progress Chart:

Professionalism:	DAE	NFD	AR	N/A
Demonstrates professionalism in attitude, appearance, conduct;	<input checked="" type="radio"/>	<input 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"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance;	<input checked="" type="radio"/>	<input 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"/>	<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"/>	<input type="radio"/>
Active Observation and Participation:	DAE	NFD	AR	N/A
Takes initiative to learn about the school community;	<input checked="" type="radio"/>	<input 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"/>	<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"/>	<input type="radio"/>

Collaboration and Assistance:	DAE	NFD	AR	N/A
Assists AT in planning and co-teaching a variety of lessons and activities for students;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists AT in out-of-classroom duties and supervision;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assists in extra-curricular activities in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Classroom and School Environment	DAE	NFD	AR	N/A
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"/>	<input type="radio"/>
Shows awareness of and begins to develop effective classroom management skills;	<input checked="" type="radio"/>	<input 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"/>	<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"/>	<input type="radio"/>
Displays and models good time management skills;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays and models good organizational skills;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning and Preparation:	DAE	NFD	AR	N/A
Consults with AT to identify topics and lessons to be taught;	<input checked="" type="radio"/>	<input 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"/>	<input type="radio"/>
Prepares detailed and complete written lesson plans;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lessons have appropriate curriculum expectations, learning goals and success criteria;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares appropriate and relevant instructional resources;	<input checked="" type="radio"/>	<input 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"/>	<input type="radio"/>
Keeps an up-to-date, well-organized Teacher Day Book	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy and Lesson Execution	DAE	NFD	AR	N/A
Presents material in an accurate and meaningful manner to students;	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets clear instructional expectations;	<input checked="" type="radio"/>	<input 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"/>	<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"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning;	<input checked="" type="radio"/>	<input 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"/>	<input type="radio"/>
Utilizes a variety of questions with fluidity within the learning context;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to students' questions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication	DAE	NFD	AR	N/A
Speaks with clarity, and with appropriate volume and expression;	<input checked="" type="radio"/>	<input 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"/>	<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"/>	<input type="radio"/>

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

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

(B) Associate Teacher Comments:

Strengths	Areas of Improvement
Kee-Seop has gotten off to a good start in this Distance Learning placement. He has quickly developed a positive rapport with the students. Kee-Seop demonstrates good classroom management strategies and is quick to respond to students speaking out or over other students. He responds well to feedback and implements it in future lessons.	One area that Kee-Seop is working to improve is bringing his communication down to a grade 3 level. Having taught older grades, he is learning to simplify concepts and make instructions more explicit.

Associate Teacher's Signature:

Date:

Teacher Candidate's Signature:

Date:

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