



Teacher Candidate (TC): Kalene Bond

Associate Teacher (AT): Mr. James Silvestro

School: LAD

Grade(s) & Subject(s): Grade 8

**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** *Developing As Expected*  
Teacher Candidate displays the appropriate level of skill development.
- NFD** *Needs Further Development*  
Teacher Candidate displays slightly below the appropriate skill development.
- AR** *At Risk*  
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** *Not Applicable (On Formative Assessment Only)*  
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:**

| <b>Professionalism:</b>   | <b>DAE</b>                       | <b>NFD</b>                       | <b>AR</b>             |
|---|----------------------------------|----------------------------------|-----------------------|
| 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"/> |
| <b>Active Observation and Participation:</b>  | <b>DAE</b>                       | <b>NFD</b>                       | <b>AR</b>             |
| Takes initiative to learn about the school community;   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| Takes initiative to learn about the classroom, students and lesson planning;  | <input type="radio"/>            | <input checked="" 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"/> |

**Collaboration and Assistance:**

- Assists AT in planning and co-teaching a variety lessons and activities for students;
- Assists AT in out-of-classroom duties and supervision;
- Assists in extra-curricular activities in the school

DAE                      NFD                      AR

|                                  |                       |                       |
|----------------------------------|-----------------------|-----------------------|
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Classroom and School Environment**

- Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students;
- Shows awareness of and begins to develop effective classroom management skills;
- Handles and maintains classroom/school scheduling routines effectively;
- Displays the ability and willingness to be flexible and adaptable when changes arise;
- Displays and models good time management skills;
- Displays and models good organizational skills;

DAE                      NFD                      AR

|                                  |                                  |                       |
|----------------------------------|----------------------------------|-----------------------|
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
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| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |

**Planning and Preparation:**

- Consults with AT to identify topics and lessons to be taught;
- Makes lesson plans available for AT review in time for feedback and revision if necessary;
- Prepares detailed and complete written lesson plans;
- Lessons have appropriate curriculum expectations, learning goals and success criteria;
- Prepares appropriate and relevant instructional resources;
- Plans engaging and meaningful introductory and culminating activities;
- Keeps an up-to-date, well-organized Teacher Day Book

DAE                      NFD                      AR

|                                  |                       |                       |
|----------------------------------|-----------------------|-----------------------|
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Pedagogy and Lesson Execution**

- Presents material in an accurate and meaningful manner to students;
- Sets clear instructional expectations;
- Utilizes a variety of strategies to engage and motivate students and capture their interest
- Uses a range of instructional approaches to support the needs of all learners;
- Uses technology as appropriate to enhance instruction and student learning;
- Demonstrates flexibility and adaptability in lesson delivery and pacing;
- Utilizes a variety of questions with fluidity within the learning context;
- Responds appropriately to students' questions

DAE                      NFD                      AR

|                                  |                                  |                       |
|----------------------------------|----------------------------------|-----------------------|
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
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| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |

| Communication  | DAE                              | NFD                              | AR                    |
|--|----------------------------------|----------------------------------|-----------------------|
| Speaks with clarity, and with appropriate volume and expression;   | <input type="radio"/>            | <input checked="" 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 type="radio"/>            | <input checked="" 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**  
 Miss Bond has had a very positive and rewarding experience in her first placement. She persevered through difficult moments, but adapted her teaching and her stumbles with grace and determination. Miss Bond prepares excellent lesson plans that link curriculum expectations to rewarding student experiences in the classroom. She worked well with the AT throughout her placement and adapted her classroom as difficulties with schedules arose especially during the holiday season. Her ability to change and adapt after a difficult lesson showed her commitment to herself and why she wants to be part of this profession.


**Areas of Improvement**  
 Miss Bond greatest struggle was not feeling confident in herself to "take over" the classroom as her own. She struggled with classroom management early on but felt more confident as she neared the end of her placement. She needs to be confident in her abilities as a TC and jump right in to establish herself as the teacher in the room. I would recommend in her next placement she gather more often with fellow colleagues and teacher candidates to establish greater collegiate opportunities for herself. She should also leave the classroom more often during recesses and breaks to separate herself as teacher from her students.

Please Check ONE

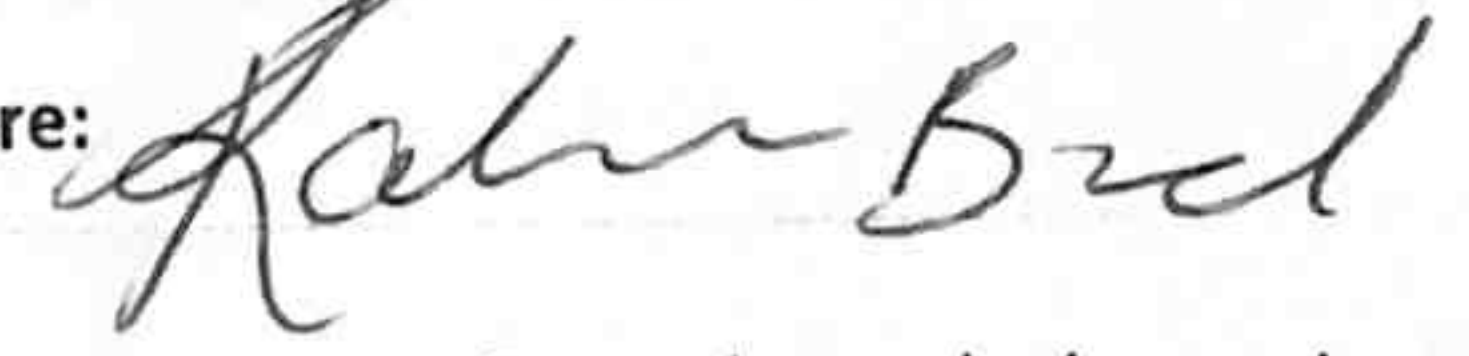
- Overall, this practicum placement has been satisfactory.
- Overall, this practicum placement has not been satisfactory.

Dates of Absense(s):

Dates of Make-up Day(s):

Associate Teacher's Signature: 

Date: Wed Dec 15<sup>th</sup> / 2021

Teacher Candidate's Signature: 

Date: Wed Dec 15<sup>th</sup> / 2021

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