



Teacher Candidate (TC): Alyssa Antal

Student ID: 10009887

Grade(s) & Subject(s): Various Gr 2-6

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:

Planning and Preparation:	DAE	NFD	AR
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"/>
Pedagogy and Lesson Execution	DAE	NFD	AR
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"/>

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 Advisor's and peers suggestions into professional practice	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

(B) Advisor Comments:

Strengths	Areas of Improvement
<p>Alyssa has many strengths as a beginning Bachelor of Education student in her alternative to practicum placement. Most noteworthy is her conscientious and diligent manner and her desire to be the best teacher that she can be. Visuals and media that she selected were engaging and her planning definitely improved over the course of the four week period. Learning Goals and Success Criteria and her wellness check-ins were a matter of routine for her. She set high expectations for herself and her students during this time. She planned games to reinforce concepts being taught and used the feedback that she was given to work on engagement in the online platform within which she taught. She has good reflective practice and was always diligent.</p>	<p>Having completed a very successful first placement, there are some areas for future work and learning. Some future goals for Alyssa are to continue to work on engaging students in the work offering praise based upon the specific skills and demonstrations of learning and how they compare to the goals and criteria. Work on planning and using strategies that encourage collaboration such as think, pair, share and differentiation. Using low floor and high ceiling questions can help to engage students at all levels.</p>

(B) Advisor Comments (Continued):

Strengths

Alyssa has many strengths as a beginning Bachelor of Education student in her alternative to practicum placement. Most noteworthy is her conscientious and diligent manner and her desire to be the best teacher that she can be. Visuals and media that she selected were engaging and her planning definitely improved over the course of the four week period.

Areas of Improvement

Having completed a very successful first placement, there are some areas for future work and learning. Some future goals for Alyssa are to continue to work on engaging students in the work offering praise based upon the specific skills and demonstrations of learning and how they compare to the goals and criteria. Work on planning and using strategies that

Please Check ONE

- Overall, this Alternative to Practicum has been satisfactory. Overall,
- this Alternative to Practicum has not been satisfactory.

Dates of Absense(s):

none

Advisor's Signature:

Date: 12/23/21

Teacher Candidate's Signature:

Date: 12/24/21

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