



Teacher Candidate (TC): Jade Williamson  
Associate Teacher (AT): Megan Gignac  
School: Kennedy Collegiate Institute  
Grade(s) & Subject(s): Visual Arts 9,11, 12

This report is prepared for the Ontario College of Education (OCE) and is intended for use by the OCE and the Board of the Ontario College of Education (OCE) in the assessment of the performance of the Teacher Candidate. It is not intended for use by the public or other stakeholders. This report is prepared for the OCE and is intended for use by the OCE and the Board of the Ontario College of Education (OCE) in the assessment of the performance of the Teacher Candidate. It is not intended for use by the public or other stakeholders.

Legend

- Developing As Expected  
Teacher Candidate displays the appropriate level of skill development.
- Needs Further Development  
Teacher Candidate displays slightly below the appropriate skill development.
- 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.
- 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 evaluate the Teacher Candidate on this item in the Progress Chart.

1. Progress Chart

Standard	DAE	NFD	AR
1.1. Demonstrates professionalism in attitude, appearance, and conduct	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2. 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"/>
1.3. Exhibits consistent and punctual attendance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4. Upholds OCE standards of respect, integrity, trust, and care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5. Establishes supportive, respectful and professional relationships with students, teachers, staff, and administration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard	DAE	NFD	AR
2.1. Takes initiative to learn about the school community	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. Takes initiative to learn about the classroom, students and lesson planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3. Observes and supports individual and small groups during all classroom and instructional 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 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"/>
Assists in extra-curricular activities in the school	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows awareness of and begins to develop effective classroom management skills;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handles and maintains classroom/school scheduling routines effectively;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays the ability and willingness to be flexible and adaptable when changes arise;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays and models good time management skills;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays and models good organizational skills;	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes lesson plans available for AT review in time for feedback and revision if necessary;	<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"/>
Lessons have appropriate curriculum expectations, learning goals and success criteria;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares appropriate and relevant instructional resources;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans engaging and meaningful introductory and culminating activities;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps an up-to-date, well-organized Teacher Day Book	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets clear instructional expectations;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes a variety of strategies to engage and motivate students and capture their interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a range of instructional approaches to support the needs of all learners;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates flexibility and adaptability in lesson delivery and pacing;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes a variety of questions with fluidity within the learning context;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to students' questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication	DM	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	DM	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	DM	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 AT's suggestions into professional practice;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (B) Associate Teacher Comments:

Strengths	Areas of Improvement
Jade is a skilled and creative teacher with natural flow and profound educational pedagogy. She is engaged and creates unique interactive lessons engaging her learners with tactile and kinesthetic activities. Jade is mindful and ready to adapt to the ever changing world of learners to modify and accommodate the needs of each individual student. She communicates with clear communication and instructional strategies as if she has been teaching for years. Jade participated in extra-curriculars by attending our student council meetings and helping on a school wide event for World Art Day. Jade is professional and any school would be lucky to have her within their faculty.	Jade is encouraged to continue her reflections on lessons and build in learning goals and co-created success criteria. This will help students understanding of the end goal and may help achieve rubric expectations a bit more clearly. Jade should be proud of her teaching practices and continue her dynamic lesson planning. Congrats on a very successful second placement Jade!

#### Please Check ONE:

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

Dates of Absence(s):

Dates of Make-up Day(s):

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)*