



## YEAR 2 FORMATIVE REVIEW

YEAR: \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_ Associate Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Placement Dates : \_\_\_\_\_ to \_\_\_\_\_

	Very Good	Good	Beginning to	Unsatisfactory
<b>COMMITMENT TO PUPILS AND PUPIL LEARNING</b>				
models curiosity, enthusiasm and the joy of learning				
shapes instruction so that it is helpful to all students who learn in a variety of ways				
demonstrates a caring attitude and genuine interest in students				
<b>PROFESSIONAL KNOWLEDGE</b>				
plans activities and lessons which demonstrate knowledge of students' physical, social and cognitive development				
demonstrates ongoing professional learning and applies it to improve teaching practice				
demonstrates knowledge of subject matter and the Ontario curriculum				
provides an environment for learning which encourages students to be problem-solvers and decision makers				
reflects on practice and learns from experience, students and colleagues				
<b>TEACHING PRACTICE</b>				
communicates clear, challenging and achievable expectations for all students				
employs effective questioning that encourages higher-level thinking				
provides for active student participation in the learning process				
maintains a polite and respectful learning environment encouraging positive student interactions				
utilizes a variety of teaching strategies suited to the needs and interests of students				
conducts ongoing assessment of student progress				
motivates students to reflect on, monitor and improve their own learning				
<b>ONGOING PROFESSIONAL LEARNING</b>				
demonstrates regular attendance and punctuality (reports all absences within established timelines)				
demonstrates preparedness for teaching responsibilities				
exercises professional integrity and judgment and follows school practices, policies and routines				
receives and applies feedback in a positive manner				
demonstrates flexibility, initiative and a collaborative approach				

Signatures: Teacher Candidate

Associate Teacher

Practicum Coordinator

Date



**TEACHER CANDIDATE'S COMMENTS** (What I have learned, areas for further learning)

**ASSOCIATE TEACHER'S COMMENTS** (Teacher Candidate's strengths, areas and strategies for further learning)

Signatures: \_\_\_\_\_ Associate Teacher \_\_\_\_\_ Practicum Coordinator \_\_\_\_\_ Date \_\_\_\_\_



## YEAR 2 EXPECTATIONS

In consultation, the Teacher Candidate and the Associate Teacher should establish timelines for the expectations at the beginning of the placement.

EXPECTATIONS	In Progress	Completed
<b>Classroom Practice</b>		
1. Work with students individually, in small groups, and as a class		
2. Actively participate in daily classroom practices (e.g. routines, transitions, interactions, instruction)		
3. Collaborate with the Associate Teacher in planning		
4. Write plans for lessons you are responsible for and discuss with the Associate Teacher		
5. Plan and teach small group and whole class lessons that build on students' interests and questions		
6. Debrief lessons with the Associate Teacher and incorporate feedback into planning		
7. Plan and implement cross-curricular units		
8. Plan an activity or trip that extends student learning beyond the classroom		
9. Assume responsibility for teaching the class for half and full days		
10. Collaborate with the Associate Teacher to take responsibility for the class for a full week, by the end of the placement		
<b>Meeting the Needs of all Learners and Assessment</b>		
11. Demonstrate a variety of teaching strategies in lessons, including technology, to engage and support all students		
12. Use appropriate assessment tools and strategies to gather information about student learning		
13. Deepen knowledge in the area(s) of need and engage students in further learning		
14. Determine the impact of teaching to inform next steps for student learning		
15. Use a variety of documentation to assist with planning, assessment, and reporting of student learning		
16. Choose two students who would benefit from extra support (e.g. academic, enrichment, social). Indicate in lesson plans specific ways to address and follow-up with their needs.		
<b>Community</b>		
17. Collaborate with school colleagues (teachers, support staff, other teacher candidates)		
18. Contribute to class and school community by participating in co-curricular activities and sharing student learning beyond the classroom (e.g. with another class, at an assembly, newsletters, blogs, bulletin board displays)		

### ASSOCIATE TEACHER'S OVERALL APPRAISAL OF TEACHER CANDIDATE (Check one)

--	--	--	--

Exceeding expectations

Meeting expectations

Needs significant support  
to meet expectations

At risk of failure

\*Please notify the Practicum Coordinator if the Teacher Candidate needs significant support or is at risk of failure.

Signatures: Teacher Candidate

Associate Teacher

Practicum Coordinator

Date

\_\_\_\_\_



## SUMMARY OF ATTENDANCE AT PRACTICUM

YEAR: \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_

Associate Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Fall/Winter: \_\_\_\_\_

Please check here:

☐ No absences

or

Fill out box below:

Date Absent	Reason	Date Completed

Associate Teacher Signature: \_\_\_\_\_

**Please note:** Teacher Candidates must be in attendance in their practicum settings for the number of days designated in the practicum schedule. Absences of any nature are to be made up, (subject to change for 2020-21), with the exception of religious holidays and **ONE personal day**. The Associate Teacher and the Practicum Coordinator must be notified by 7:30 a.m. of the missed day. If the Teacher Candidate was expected to teach on the day of absence, the lesson plan for that day needs to be submitted to the Associate Teacher.