
APPENDIX D: PRACTICUM INTERIM REPORT

NAME OF TEACHER CANDIDATE: _____

NAME OF ASSOCIATE TEACHER: _____

GRADE/SUBJECT AREA: _____

SCHOOL & SCHOOL BOARD: _____

I N S T R U C T I O N S F O R U S E :

- 1) Photocopy the entire contents of Appendix D and fill in the required fields above.
- 2) Rate the Teacher Candidate in the seven competency areas by circling the level that the Teacher Candidate demonstrates for the particular performance indicator (e.g., Level 1, Level 2, Level 3, and Level 4). Please refer to the rubric that follows for descriptions of each level.
- 3) Extra comment space is provided below the performance indicators.
- 4) Examples of performance indicators are merely provided as guidelines.
- 5) Please share the *Practicum Interim Report* results with the Teacher Candidate and have the Teacher Candidate sign this report.
- 6) Make a copy of the report and give a copy to the Teacher Candidate.
- 7) If the Teacher Candidate receives any Level 1 on any one of the performance indicators listed in the *Practicum Interim Report*, please follow the *Steps to Take if the Teacher Candidate is Experiencing Difficulty*. Please contact the Faculty Advisor and complete an *Improvement Action Plan* found in the appendices.
- 8) Please note that the final web-based/Internet Associate Teacher Field Experience Final Report is simply a web-based version of this interim report, using the same performance indicators or "look-fors".
- 9) In the final evaluation, a level 1 rating in any two areas of competency corresponds to a grade of "Fail".
- 10) Lastly, please remember that Teacher Candidates are not yet teachers and they should be evaluated accordingly.

I HAVE SEEN THE PRACTICUM INTERIM REPORT.

Teacher Candidate's Signature:: _____

Date: _____

Teacher Candidate:		Placement Period:	
School:		School Board:	
Associate Teacher(s):		Grade(s) Subject Area(s):	
Faculty Advisor		Approved by UOIT Field Experience Office	<input type="checkbox"/>
Level 4 = exemplary Level 3 = good Level 2 = satisfactory Level 1 = unsatisfactory n/a (not applicable) = not able to be assessed and/or observed Note: Please refer to the rubric in the Field Experience handbook for a clearer description of each competency level.			Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>
Overall Comments:			

A. COMMITMENT COMPETENCY					
The Teacher Candidate:					
1. demonstrates a positive rapport with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. models and promotes polite and respectful student interactions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. promotes student self-esteem (e.g., reinforces positive behaviours, responds to student contributions in a sensitive and thoughtful manner)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. demonstrates a general awareness of individual student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. provides extra assistance during class to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

B. COMMUNICATION COMPETENCY					
The Teacher Candidate:					
1. speaks clearly and understandably (e.g., pronunciation, modulation, volume, articulation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. uses correct oral conventions (e.g., mechanics of the English language as well as subject specific terms and symbols)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. uses effective and appropriate non-verbal communication (e.g., eye contact, facial expressions, body language)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. uses correct written conventions (e.g., mechanics of the English language as well as subject specific terms and symbols)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. writes clearly and understandably (e.g., appropriate size and script of text, legible text, layout of board work, overhead, multimedia)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. uses appropriate wait time (e.g., gives student appropriate time to process questions before responding)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. uses probing and prompting techniques (e.g., rephrases questions, provides cues)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. models effective listening skills (e.g., demonstrates active listening, demonstrates comprehension)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

C. KNOWLEDGE COMPETENCY					
The Teacher Candidate:					
1. provides clear explanations demonstrating mastery of subject knowledge and related skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. responds to questions regarding lesson content, in a knowledgeable and appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. builds upon student responses to expand and extend the discussion and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. seeks out appropriate resources to enhance knowledge (e.g., uses Board library/resources, laptop resources, Internet)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

D. PROFESSIONALISM COMPETENCY						
The Teacher Candidate :						
1. dresses and grooms appropriately		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. arrives on time		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. attends to duties (with the Associate Teacher) for the duration of the activity (e.g. bus duty, lunch duty, yard duty)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. interacts respectfully with peers and colleagues		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. interacts respectfully with other staff members, students and parents		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. accepts and uses constructive feedback in a positive manner		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. shows initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in extra activities)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. volunteers assistance when needed (e.g., assists Associate Teacher or students)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. attends staff/division/department meetings with Associate Teacher		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. submits lesson plans on time		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. meets required deadlines (e.g., marking, returning resources, attendance tracking, etc.)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12. attends school based professional development activities, if invited		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						

E. CLASSROOM MANAGEMENT COMPETENCY						
The Teacher Candidate:						
1.	maintains a friendly, positive and professional disposition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2.	demonstrates self-control (e.g., avoids power struggles, belittling statements and sarcasm, uses appropriate voice volume)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3.	promotes class safety and wellness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4.	demonstrates consistency in maintaining classroom routines, and expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5.	effectively utilizes non-verbal management techniques (e.g. circulation throughout the class, eye-contact, pauses and proximity, while maintaining flow of instruction)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6.	reviews rules or instructions to promote on-task behaviours as needed or appropriate	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7.	distributes materials in a well-planned and organized manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8.	gains attention of all students before teaching (e.g., circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9.	uses strategies to maintain student attention throughout the lesson (e.g., circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10.	deals with disruptive student behaviours in an appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11.	takes proactive and preventive measures as needed (e.g., considers potential problem areas)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						

F. PLANNING COMPETENCY						
The Teacher Candidate:						
1.	demonstrates an understanding of the context in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plans)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2.	includes appropriate Ontario curriculum specific expectations and other opportunities for learning into plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3.	incorporates motivational techniques into plan (e.g., making topic relevant to students' interests, allowing for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4.	pre-assesses lesson (e.g., lists all resources, assesses layout of learning environment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5.	incorporates a variety of effective instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6.	plans for consolidation of lesson (e.g., summarizes key components of lesson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7.	incorporates some type of application of the learning into plan (e.g., follow-up activity, seatwork, homework)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8.	sequences lesson components with sufficient detail and description (e.g., moves from concrete to abstract, appropriately scaffolds, progresses logically)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9.	lists a variety of key questions in plan (e.g., incorporates Bloom's Taxonomy)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10.	allocates appropriate time for material covered	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11.	plans for opportunity (ies) for students to construct own knowledge as appropriate (e.g., use of manipulatives, labs, hands-on activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12.	ensures all materials are organized and ready for use and plans for effective distribution of materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13.	considers some modifications and adaptations to address student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14.	plans to gather evidence of student learning (e.g., summative and/or formative assessment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15.	where possible, plans for effective use of technology to promote student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
16.	ensures that the Field Experience Binder is organized and up-to-date, containing all of the required elements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						

G. IMPLEMENTATION COMPETENCY						
The Teacher Candidate:						
1.	motivates students (e.g., makes topic relevant to students' interests, allows for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2.	gives effective instructions and directions (e.g., clear, logical, written, oral)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3.	uses clear, concise and effective questioning techniques that incorporate a range of thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4.	encourages participation from all students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5.	promotes meaningful dialogue with students to provide feedback during the teaching/learning process (e.g., listens to responses, responds appropriately)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6.	sequences the lesson components appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7.	demonstrates appropriate pacing and timing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8.	makes effective transitions throughout the lesson (e.g., from conducting lesson to giving instruction, to collecting and distributing materials)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9.	employs several instructional strategies that engage all learners	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10.	adapts and modifies lessons to address student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11.	adjusts lessons to circumstances (e.g., able to resume lesson after interruption)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12.	provides students with opportunities to construct own knowledge (e.g., use of manipulatives, labs, hands-on activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13.	incorporates some type of application of learning in the lesson (e.g., follow-up activity, seatwork, homework)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14.	integrates effective use of technology to promote student learning as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15.	consolidates lesson	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						