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### ***TEACHER CANDIDATE:*** *Erin Goody*

***SCHOOL: Regina Street Alternative School GRADE: 1/2***

***ASSOCIATE TEACHER: Kelly Little***

***PED 3151 PROFESSOR: Christopher Mes***

***Please Note:***

* *Reflective inquiry into your own thinking and practices will lead to the construction and reconstruction of professional knowledge and practice as you negotiate your journey of becoming a teacher. This self-evaluation of your practicum experience will help you set goals for next year and your next practicum experience.*
* *Your comments should reflect your areas of strength, areas for further development, and suggestions to improve practice. This is a component of the your formative assessment.*
* *Please submit your self-evaluation to your PED 3151 professor after your practicum.*

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| **A. PROFESSIONAL COMMITMENT COMPETENCY**  As a developing teacher, the Teacher Candidate: | **COMMENTS** |
| **Professional Interactions:**  Demonstrates professionalism in interactions**.** Demonstrates a positive rapport with students.  **Professional Relationships:**  Interacts respectfully with members of school community.  Demonstrates an understanding of the Associate Teacher/ Teacher Candidate mentoring relationship.  **Professional Responsibility:**  Fulfills responsibilities identified by the Associate Teacher and the University Practicum Handbook. Meets required deadlines.  I**nitiative:**  Demonstrates that he/she is a ‘self-starter’ and acts on suggestions and guidance from Associate Teacher. | I believe that this is an area in which I excel. I went out of my way to become an active member of the Regina Street school community, making an effort to get to know key players including other classroom educators, the team of educational assistants, the kinder team, the autism classroom team, administrative staff, and custodial staff. I did this out of a sincere desire to get to know the people who were responsible for this group of students. Regina Street was special in that several teachers have been there for 10+ years so there is a true sense of community amongst the staff team. I believe that this is one of the greatest attributes of that school and felt extremely grateful to have been able to become a part of it for a short while. I made an effort to speak with parents and other family members of the students in my classroom and kept my demeanor friendly and conversational. I wanted each parent I interacted with to feel comfortable with my presence in their child’s classroom and life.  In debriefing with my Associate Teacher, I believe that I fulfilled the responsibilities of a Teacher Candidate within the classroom and often went beyond that to ensure a productive/”good” day for all students. |

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| **B. COMMUNICATION COMPETENCY**  As a developing teacher, the Teacher Candidate: | **COMMENTS** |
| **Verbal Communication**:  Speaks clearly and understandably. Uses correct oral conventions.  **Non-Verbal Communication:**  Uses effective and appropriate non-verbal communication. Reads nonverbal communication and responds appropriately.  **Written Communication:**  Uses correct written conventions. Writes clearly and understandably.  **Listening and Responding:**  Uses appropriate wait time. Uses probing and prompting techniques. Models effective listening skills. | I believe that my communications with key players in the school and with students was clear, appropriate, and well paced. I often made sure to remind myself to give students time to process the questions or prompts I was giving, as this was something I struggled with during my first year practicum experience. I made an effort to model active listening with students so as to encourage further clarification if necessary (ex. “So what I’m hearing you say is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is that what you mean?”).  My experience working as an educational assistant has allowed me to hone my non-verbal communication skills with students and, in my experience, they often respond well to subtle redirection. I would often defer to my Associate Teacher when presented with a scenario in which a student may require a consequence for their behaviour. I am getting better at recognizing appropriate correction and when to involve administrative staff, but it is something that I continue to work on. |

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| **C. KNOWLEDGE COMPETENCY**  As a developing teacher, the Teacher Candidate: | **COMMENTS** |
| **Subject Knowledge:**  Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level**.** Provides clear explanations and demonstrates appropriate subject knowledge and related skills.  **Developmental Nature of Learners:**  Responds to questions regarding lesson content in a knowledgeable and appropriate manner. Builds upon student responses to expand and extend the discussion and learning.  **Curriculum:**  Demonstrates an understanding of the context in which the learning takes place. Demonstrates growth in understanding the Ontario curriculum expectations specific to grade and subjects taught. | I made an effort to thoroughly read through the curriculum components for each subject I was teaching while in my practicum and detailed my unit and lesson plans to those ideas.  I believe that I handle student questions appropriately and try to engage questions as much as possible during the lesson timeframe. There may be questions from students that come up that I do not know the answer to but I have used that as an opportunity to engage in collaborative research with students. If there are questions that are only slightly related to the lesson content I made an effort to write them down on a “Wonder Wall” or “Parking Lot” to let students know that I hear their question and I think it’s important but it’s something we will have to address at a later time.  I feel confident in most curriculum for most grade levels at this point. I have definitely grown in my knowledge and understanding of the curriculum documents and have made it a priority to read through the front matter of each subject. |

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| **D. CLASSROOM MANAGEMENT COMPETENCY**  As a developing teacher, the Teacher Candidate: | **COMMENTS** |
| **Positive Learning Environment:**  Demonstratesa friendly, positive, and professional manner. Promotes class safety and wellness.  Demonstrates a professional presence in the classroom that helps to ensure students’ attention and respect.  **Managing Classroom Environment:**  Demonstrates consistency in maintaining classroom routines and expectations.  Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).  **Managing Behaviours**:  Uses strategies for managing student behaviours in an appropriate manner. Takes proactive and preventive measures as needed (e.g., considers potential problem areas).  Demonstrates self-control (e.g., avoids power struggles, belittling statements and sarcasm; uses appropriate voice volume).  **Collaborative Problem-Solving and Planning:**  Demonstrates an understanding of the need for collaborative planning and additional resources to assist and manage students experiencing behavioural difficulties. (e.g. working with the Associate Teacher, school staff) | I made an effort to greet students at the door each morning and say hello to them. I maintained a professional presence while also getting to know the student’s interests both within and outside of the classroom. I absolutely consistently reinforced classroom routines and expectations. I utilized many strategies for classroom management including differentiating my teaching style, providing one-on-one instruction, letting students know that I would wait for them to stop talking before I started, etc. For students with disruptive behaviour I first made an effort to talk with them before placing an expectation on them, I reminded students to go for body breaks when needed, I encouraged students to work in the hallway if they found it too difficult to focus in the classroom. I would think through my lessons and the potential for behaviours to arise and deal with them in a manner that respected the student who was displaying the behaviour as well as the rest of the class. I would model appropriate behaviour and remind students who were having a difficult time that they need only ask for help next time. I maintained a calm voice and demeanor when speaking with students in distress and asked for help from my Associate Teacher, educational assistants and/or administrative staff when necessary. |

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| **E. PLANNING AND IMPLEMENTATION COMPETENCY**  As a developing teacher, the Teacher Candidate: | **COMMENTS** |
| **Development of Lesson Plans**  Utilises a lesson plan template including appropriate reference to Ontario curriculum.  Provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson.  Incorporates a variety of appropriate instructional strategies into lesson plan.  Incorporates techniques for student engagement into plan.  Incorporates opportunities for consolidation and application.  Plans to gather evidence of student learning and next steps.  Incorporates strategies to address student needs. | I had my unit and lesson plans prepared well in advance to when I would be teaching them in order to give my Associate Teacher ample time to review them should any changes need to be made. I made an effort to utilize every day objects in my lessons as a means of showing students that learning opportunities are all around us. I made sure to incorporate hands on activities as much as possible as well as utilizing available technology. I gave students choice within my lessons as often as I could so that they could “buy in” to their own learning. Much of what I taught was taught “with” the students as opposed to “at” the students in order to provide more opportunities for lateral growth.  My lesson plans often included activities for further investigation that can be done at home as well as enrichment activities. |
| **Development of Unit Plans (Practicum 2 Only)**  Demonstrates a continuity of plan and progression of learning. Demonstrates backwards design and differentiation. | I believe I have done this successfully. |
| **Implementation of Lesson Plan:**  Ensures all materials are organized and ready for use prior to instruction.  Uses clear and effective instructional and questioning  techniques that incorporate a range of thinking skills. Promotes  relevant purposeful talk and student dialogue.  Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson.  Employs instructional strategies that engage all learners.  Adjusts lessons to circumstances. Ensures consolidation of student learning and closure of lesson. | I feel that I accomplished this successfully. My transitions at the end of class could be improved upon as there were times where the end of the lesson felt rather abrupt and did not always leave room for consolidation. This is something I will work to improve. |
| **Assessment - Student Learning:**  Assesses student work fairly, accurately and in a timely manner.  Encourages students to seek ways to improve responses when  giving answers in class, and/or in assignments/tests. | I believe I have done this successfully. |

***GOALS FOR NEXT STEPS:***

1. ***Work on lesson transitions and leaving time for consolidation.***
2. ***Continue to find new ways to engage students with behaviour concerns in meaningful ways.***
3. ***When confronted with a misbehaving student, work on finding a proper and appropriate correction.***

***TEACHER CANDIDATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***