

Brock University Faculty of Education

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Teacher Report on P/J/I/S Candidate's Teaching

Candidate (student): Andrea Shoup

School: Hilson Ave. P.S.

Principal: Sally Baycroft (Acting Principal)

Observation: 20-04-09 through 08-05-09 Days Absent: 0

Teacher: April Richards

Board: Ottawa-Carleton District School Board

Setting/Subject: Special Education Division: Junior

Teaching Block: 2B Counselling Group: Grade: LLD

Key: UN--Unsatisfactory; MA--Marginal; PR--Proficient; HS--Highly Successful; [-|-|-|-|--Not Applicable/Not Observable

Professionalism, Leadership, and Initiative in the School Culture

PERFORMANCE INDICATORS	UN	MA	PR	HS
1. Initiates and responds earnestly to counselling.				X
2. Is professional in manner and appearance.				X
3. Shows initiative, creativity, and enthusiasm.				X
4. Is punctual, dependable, and effective, e.g., in supervisory duties.				X
5. Is collaborative [X] and involved positively and actively in the school culture [X].				X

Pre-active Teaching Skills and Professional Knowledge

PERFORMANCE INDICATORS	UN	MA	PR	HS
1. Is knowledgeable about how students learn.				X
2. Uses a variety of assessment tools [X], and aligns assessment and evaluation with expectations [X].				X
3. Plans thoroughly, selecting a variety of resources and an appropriate lesson or unit model.				X
4. Maintains a complete and functional plan book.				X
5. Plans instructional approaches that are relevant, coherent, and systematic.				X
6. Clearly describes and organizes purposeful student learning experiences (content and activity).				X
7. Prepares and organizes the classroom and materials.				X
8. Identifies and correctly interprets provincial and school board expectations.				X
9. Sequences lessons and where appropriate links lessons to long range plans.				X

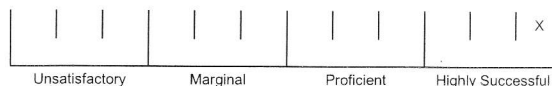
Post-active Skills and Ongoing Professional Learning

PERFORMANCE INDICATORS	UN	MA	PR	HS
1. Tracks and efficiently records student achievement.				X
2. Appropriately assesses the learning environment and shows insight into individual learner's progress.				X
3. Achieves expectations as described in plans.				X
4. Is reflective and pro-active in addressing own professional growth.				X

Interactive Skills, Teaching Practice, and Commitment to Student Learning

PERFORMANCE INDICATORS	UN	MA	PR	HS
1. Maintains a safe learning environment.				X
2. Engages students in active experiential learning.				X
3. Uses voice and nonverbal communication effectively.				X
4. Generates enthusiasm and respect for the subject and the teaching-learning enterprise.				X
5. Uses language properly or needs to correct: spelling [], use of slang [], handwriting [], grammar [], and/or level of language [].				X
6. Motivates and sustains class involvement.				X
7. Adapts instruction to meet the needs of learners.				X
8. Is responsive, clear, and consistent in instruction.				X
9. Follows established class routines, adjusts these as necessary, and demonstrates flexibility.				X
10. Applies suitable, varied, and bias-free teaching and learning strategies.				X
11. Fosters decision-making, problem-solving, inquiry.				X
12. Poses appropriate questions [X], and responds effectively [X].				X
13. Has good rapport, e.g., treats students respectfully, uses positive reinforcement, avoids sarcasm, threat.				X
14. Applies management strategies effectively and fairly.				X
15. Employs a balance of student- and teacher-directed learning.				X
16. Paces lessons efficiently [X], manages effective transitions [X], works within time allotments [X].				X
17. Uses resources and teaching aids successfully.				X

Summary for Practicum (Your overall ranking for the student)



Truly exceptional accomplishments may be denoted at the far right.

Principal's Comments and Initials:

Andrea came to Hilson as a student teacher from Brock University Faculty of Education. Her work placement involved working five days a week, from mid April until the end of May in the Junior Language Learning Disabilities class. This class consists of twelve Grade 4/5/6 students, all diagnosed with Speech and Language needs, language learning disabilities and one or more of the following: ADHD(Attention Deficit Hyperactive Disorder), anxiety disorder, ASD (Autism Spectrum Disorder). For four weeks, Andrea worked intensively with these students. Andrea was warm and caring in her interactions with the students. She went out of her way to get to know their strengths, weaknesses and particular interests, all in order to be able to assist them better. She had a pleasant, encouraging manner and was sensitive to the students' needs. Her unconditional acceptance of the students was evident and the students responded to her positively. Andrea was an excellent role model for teaching values and respect.

It was a pleasure having Andrea here with us at Hilson Ave. P.S.

I wish her well in her future endeavors.

Sally Baycroft
Acting Principal
Hilson Ave. P.S.

Teacher's Comments:

Date/Time of Observation: Arrived April 14th. Taught from April 20th to May 8th

Teacher: Andrea is a very conscientious and devoted student teacher. Despite the fact that her travel time to and from work each day was quite lengthy, she arrived at school by 7:10 a.m. every morning. (Our school day begins at 8:00 a.m.). Andrea's organizational and planning skills are highly developed. Her lessons and materials were always well prepared in advance. During her practicum at Hilson, she covered the following subjects and units: Math (fractions); Science (Light and Sound); Social Studies (First Nations of Canada); Art (activities associated with our Science and Social Studies units, Education Week and Mothers's Day); Language Arts (Phonics exercises and a story writing unit); Physical Education (skipping activities and games involving small groups of students). She also did a baking activity with our two junior Special Education classes. The students enjoyed feasting on bannock and maple syrup in keeping with our First Nations unit.

Andrea incorporated many interesting, creative, visual and hands-on activities into her lessons. She chose an excellent and engaging graphic novel to read to the class. She used a variety of different techniques and tools such as power point presentations, overheads, artifacts, graphic organizers, rubrics, teacher-generated worksheets, math manipulatives, Library books and websites. She accompanied our class on a fieldtrip to the Ottawa Symphony Orchestra. She designed a bulletin board in our junior hallway based on the theme of the month which was "Perseverance". She closely monitored one of our students who had recently been diagnosed with Diabetes and was instrumental in helping this student adjust to her new routines.

Andrea had good insight into the strengths and weaknesses of individual learners. My class of twelve is made up of a combination of Grade 4, 5 and 6 students. These students have been diagnosed with a language learning disability. The majority of them have auditory processing difficulties and poor working memories. Several of them struggle with behavioural and social issues. Andrea was very sensitive to each of their needs. She was able to differentiate and adjust lessons and activities according to their individual needs and learning styles. She closely tracked and followed their progress. When necessary, she provided extra assistance for individual students at recess time. She referred to our curriculum documents and planned, assessed and evaluated student's assignments accordingly. Andrea was able to maintain classroom control throughout her practicum. She always used a calm and steady voice and dealt with any issues that arose in a timely fashion and in a firm but fair manner. She was careful to respect student dignity, often taking students aside to quietly discuss their issues and to provide suggestions and solutions for them to consider.

The months of April and May are very busy months at Hilson. Several of Andrea's well-planned lessons and activities were interrupted by different events and unforeseen circumstances. Nevertheless, Andrea continued to show tremendous flexibility and patience throughout her stay with us.

It has been a pleasure working closely Andrea and watching her teach my class.

(Richards, April)

April Richards

Candidate's Signature:

Andrea Sp

(Signature indicates receipt of this report.)