

Practicum Evaluation - FA

This is an evaluation of my first practicum, performed by my faculty advisor, Dr. Rob Ryan. I included this as I felt that it demonstrates my all around competency as a teacher. A target for professional growth would be, as Rob mentioned, to think try and get more engagement out the quieter students.

ST. FRANCIS XAVIER UNIVERSITY DEPARTMENT FACULTY ADVISOR/ASSOCIATE TEACHER FIE

YEAR 1 <input checked="" type="checkbox"/>	TERM 1 <input checked="" type="checkbox"/>	DATE	TIME	GRADE	SUBJECT
YEAR 2 <input type="checkbox"/>	TERM 2 <input type="checkbox"/>	Dec. 4, 2020	9:05 -	12	Global History

PRE-SERVICE TEACHER Kenyan Nagy	ASSOCIATE TEACHER David Harris	FACULTY ADVISOR Rob Ryan
SCHOOL J.L. Ilsley High	TEACHING ASSIGNMENT Canadian History/ Global History	OTHER INFORMATION

Comments are invited on these components of professional practice demonstrated by the Pre-service Teacher: (a) planning and preparation; (b) creation of classroom environment conducive to learning; (c) engagement of all students in learning; (d) attention to professional responsibilities (e.g., self-reflection, setting professional growth targets [PGTs], contributions to school community).

These comments are based on a single classroom observation, as well as a review of the Pre-service Teacher's plan book and conversations with the Pre-service Teacher and her/his/their Associate Teacher.

THINGS THAT WENT WELL:

Good "big picture" view of the lesson.
 Appeared very comfortable in front of the class.
 Good job managing and responding to student comments and questions.
 Facilitated good discussions through relevant situations.
 You did a great job of examining justice from multiple perspectives using a variety of good examples.
 Liked that you were not overly scripted. You knew what you wanted to teach and generally stuck to it.

SUGGESTIONS:

Don't finger point. Can be perceived as threatening to students who experienced trauma. Point with an open hand.
 Continue when students arrive late.
 Don't refer to "have some fun". They may not see it as so.
 Don't have to stay at the front of the class. Try going down isles or standing at the back
 Strategies for accessing the opinions of more students. Ask sections of the class (this isle) to respond.
 Show of hands for opinions. Put your hand up if you think ...
 Comments that generalized about life in the north. Teachable moment?
 Watch your overuse of the word "right".
 Could you bring justice into their world in school (i.e. discipline rules).
 Black lives matter opportunities here.

Target(s) for further development:

Increased number of students responding and sharing their ideas and thoughts.

Field Experience Report completed by: <input checked="" type="checkbox"/> Faculty Advisor <input type="checkbox"/> Associate Teacher	Overall impression of Pre-service Teacher's professional performance after observation: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory, with a Concern (complete a Notice of Concern) <input type="checkbox"/> Unsatisfactory (complete a Notice of Concern)
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ST. FRANCIS XAVIER UNIVERSITY DEPARTMENT OF TEACHER EDUCATION
FACULTY ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORTⁱⁱ

YEAR 1 <input checked="" type="checkbox"/>	TERM 1 <input checked="" type="checkbox"/>	DATE	TIME	GRADE	SUBJECT
YEAR 2 <input type="checkbox"/>	TERM 2 <input type="checkbox"/>	Dec. 17, 2020	12:45 – 1:45	11	Canadian History

PRE-SERVICE TEACHER Kenyan Nagy	ASSOCIATE TEACHER David Harris	FACULTY ADVISOR Rob Ryan
SCHOOL J.L. Ilsley High	TEACHING ASSIGNMENT Canadian History/ Global History	OTHER INFORMATION Newspaper Writing

Comments are invited on these components of professional practice demonstrated by the Pre-service Teacher: (a) planning and preparation; (b) creation of classroom environment conducive to learning; (c) engagement of all students in learning; (d) attention to professional responsibilities (e.g., self-reflection, setting professional growth targets [PGTs], contributions to school community). **These comments are based on a single classroom observation, as well as a review of the Pre-service Teacher's plan book and conversations with the Pre-service Teacher and her/his/their Associate Teacher.**

THINGS THAT WENT WELL:

- Very thoughtful written reflections that demonstrate deep learning on topics such as identifying keys to discipline, building relationships, and strategies to increasing student engagement.
- Due to two-day reduction for classes prior to Christmas, this project had to be completed today - completion of writing three front page newspaper articles on Oka, as a follow-up to class discussion and viewing a documentary on the Oka crisis.
- Interactions with students were very respectful and light.

SUGGESTIONS:

- Even though the class is small, pay attention to body position while giving individual feedback.
- Just a note from the reflections - parent permission is not needed for the development of an IPP or adaptations.
- When giving feedback, get the students talking more. There is the temptation to tell them as opposed to having them discover.

Target(s) for further development:

Field Experience Report completed by: <input checked="" type="checkbox"/> Faculty Advisor <input type="checkbox"/> Associate Teacher	Overall impression of Pre-service Teacher's professional performance after observation: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory, with a Concern (complete a Notice of Concern) <input type="checkbox"/> Unsatisfactory (complete a Notice of Concern)
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