



University of Victoria – Teacher Education  
BEd Pre-Professional Year Program (ED-P 498)  
2-Week Practicum April – May 2013

PRACTICUM RESPONSE CHECKLIST FOR MENTOR TEACHER

Student Teacher's Name: Charlotte Dickinson  
School Name: Mt. Boucherie Senior Secondary  
Mentor Teacher's Name: John McParland

Practicum Dates: May 6 -17/2013  
School District No.: 23  
Grade & Subject Area: Socials 10

This checklist is for the purpose of formative feedback to the student teacher on their 2-week April-May practicum. This practicum is their first experience of continuous teaching. They are prepared to teach a mini-unit of 4 lessons in their area of methods. Please respond to the following teaching characteristics with a check and comment where appropriate.

PLEASE CHECK WHERE APPLICABLE TO INDICATE THAT THE STUDENT TEACHER DEMONSTRATED THE FOLLOWING:

PROFESSIONAL QUALITIES:

- ☒ Shows enthusiasm for teaching and learning
- ☒ Shows initiative, adaptability, positive attitude
- ☒ Is respectful toward staff, students and parents
- ☒ Respects professional ethics and school decorum
- ☒ Is responsible and reliable
- ☒ Receives constructive feedback & tries to implement
- ☒ Seeks advice and asks questions to clarify direction
- ☒ Has energy and stamina
- ☒ Uses humour with positive intent

COMMUNICATION:

- ☒ Uses variable voice tone, inflection, expression, projection
- ☒ Uses correct form in oral/written language
- ☒ Listens and responds well to children and adults

CLASSROOM MANAGEMENT:

- ☒ Communicates a sincere interest in children
- ☒ Accepts individuals & treats students equally
- ☒ Projects a confident presence in front of the class
- ☒ Has methods of gaining student attention
- ☒ Has routines for distributing materials
- ☒ Plans for transitions within a lesson
- ☒ Has all resources ready in advance of the lesson

PLANNING/LEARNING ACTIVITIES:

- ☒ Is prepared with an overview of 3-5 lessons (1<sup>st</sup> lesson in detail)
- ☒ Focuses lessons on student learning
- ☒ Plans lessons with an interesting introduction, development, closure
- ☒ Uses good basic questioning techniques to keep students engaged
- ☒ Shows adequate knowledge of lesson content
- ☒ Considers diverse learning needs & styles
- ☒ Is connecting ideas from coursework to the classroom
- ☒ Discusses teaching plans openly & reflects on lessons

COMMENTS:

- enthusiastic
- good relationships with the students even for the short time frame
- showed a strong initiative to be well prepared and successful
- easily settled in with staff as many already knew her as a former student
  
- strong presence in front of the classroom, although very nervous (understandable)
- openly answered all questions asked by students (did a good job of directing off topic questions back to the lesson)
  
- transitioned well from teaching objective to classroom activity
- had students hand out criteria sheets
- dealt with use of phones in classroom in a fair and stern manner, students responded well
  
- definitely took the time to learn the content, was able to answer questions regarding the topic
- was able to do the same lesson twice which gave the chance to improve/reflect on items of the lesson