



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

Practicum Dates: May 6th-17th

School Name: Mount Boucherie Secondary

School District No.: 23

Mentor Teacher's Name: Chris Carter

Grade & Subject Area: PE 10-12

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 (1st 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:

Charlotte arrived to Mount Boucherie very well prepared to exceed in her first practicum. She was professional in her attitude and was immediately well liked by the staff and students.

Charlotte is very interested in teaching and has a desire to succeed. She is well prepared and asks intuitive questions regarding lesson planning, PLO's, management, and student behaviour.

Charlotte uses humour effectively in the classroom which lead to good rapport with the students.

Charlotte has excellent voice projection in PE. Her pacing of oral information is excellent. She does not speak too fast or too slow.

Charlotte has an excellent natural presence in front of the class. Her expectations are clearly defined which lead to great classroom management right from the beginning of the lessons.

She was well planned and had all resources ready well in advance of the lesson.

-Due to her great planning, she projects great knowledge of course content. Kids were instantly engaged in classes by utilizing excellent drills.

Her lesson planning was excellent. It was concise with a focus on PLO's and student engagement.

Charlottes strength is her ability to reflect on her lessons, accept constructive feedback, and try to get better. She is going to be a fantastic educator.