

Teacher Candidate:	Amber Buying	Placement Period:	2013/03/18 to 2013/04/26
School:	Donald A. Wilson SS	School Board:	Durham District School Board
Associate Teacher(s):	Lori Korkola	Grade(s) / Subject(s):	Visual Arts
Faculty Advisor:	Peter Morris	Approved by UOIT:	Approved : 20837140628483997
Level 4 = exemplary Level 3 = good Level 2 = adequate Level 1 = unsatisfactory n/a (not applicable) = not able to be assessed and/or observed Note: Please refer to the rubric in the Field Experience handbook for a clearer description of			<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL
Overall Comments: When Amber came to my classroom it was apparent that she was confident and had experience working with young people. She quickly established rapport with students and worked hard to create interesting projects. She was enthusiastic, easy to work with and very willing to make changes that would create more success for both herself and students. She will make an excellent teacher and being involved in the process was a pleasure for me.			

A. COMMITMENT COMPETENCY					
1. demonstrates a positive rapport with students	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. models and promotes polite and respectful student interactions	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. promotes student self-esteem (e.g. reinforces positive behaviours, responds to student contributions in a sensitive and thoughtful manner)	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. demonstrates a general awareness of individual student needs	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. provides extra assistance during class to students	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Comments: Amber worked diligently to connect with all students and to meet everyone's individual needs. She circulated around the room and interacted with students on a personal level when she gave them feedback regarding their work. She does have a tendency to become too focused on one student and forgets to survey the room to see what's happening as well as who else might need her help.					

B. COMMUNICATION COMPETENCY					
1. speaks clearly and understandably (e.g. pronunciation, modulation, volume, articulation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
2. uses correct oral conventions (e.g. mechanics of the English language as well as subject specific terms and symbols)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
3. uses effective and appropriate non-verbal communication (e.g. eye contact, facial expressions, body language)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
4. uses correct written conventions (e.g. mechanics of the English language as well as subject specific terms and symbols)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
5. writes clearly and understandably (e.g. appropriate size and script of text, legible text, layout of board work, overhead, multimedia)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
6. uses appropriate wait time (e.g. gives students appropriate time to process questions before responding)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
7. uses probing and prompting techniques (e.g. rephrases questions, provides clues)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
8. models effective listening skills (e.g. demonstrates active listening, demonstrates comprehension)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Overall Comments: Like many new teachers Amber has a tendency to feel uncomfortable with wait time after a question and rushes to supply an answer. She did improve as time went on and her questions did become higher level thinking questions as she became more comfortable in the classroom. She should continue to develop skills surrounding questioning.					

C. KNOWLEDGE COMPETENCY					
1. provides clear explanations demonstrating mastery of subject knowledge and related skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
2. responds to questions regarding lesson content, in a knowledgeable and appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
3. builds upon student responses to expand and extend the discussion and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
4. seeks out appropriate resources to enhance knowledge (e.g. uses Board library/resources, laptop resources, Internet)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Overall Comments: Amber had a tendency to assume that students would know the steps in completing a project. She really needs to think through the steps, or stages, of an art project and bring this to students in an easy and clear way to understand and follow. She was able to respond to students when they asked for assistance in a helpful, clear and concise manner.					

D. PROFESSIONALISM COMPETENCY					
1. dresses and grooms appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
2. arrives on time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
3. attends to duties (with the Associate Teacher) for the duration of the activity (e.g. bus duty, lunch duty, yard duty)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
4. interacts respectfully with peers and colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
5. interacts respectfully with other staff members, students and parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
6. accepts and uses constructive feedback in a positive manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
7. shows initiative (e.g. demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in extra activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
8. volunteers assistance when needed (e.g. assists Associate Teacher or students)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
9. attends staff/division/department meetings with Associate Teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
10. submits lesson plans on time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
11. meets required deadlines (e.g. marking, returning resources, attendance tracking)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
12. attends school based professional development activities, if invited	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Overall Comments: Early in the placement I was concerned with Amber's arrival and departure times. She has many different after school commitments and left, regularly, before three. Once we discussed my concerns she made a concerted effort to stay longer allowing us more time to discuss, plan and mark. She was an asset on our school trip and always attended duties with me. Amber was unfailingly polite and pleasant to work with.					

E. CLASSROOM MANAGEMENT COMPETENCY					
1. maintains a friendly, positive and professional disposition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
2. demonstrates self-control (e.g. avoids power struggles, belittling statements and sarcasm, uses appropriate voice volume)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
3. promotes class safety and wellness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
4. demonstrates consistency in maintaining classroom routines and expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
5. effectively utilizes non-verbal management techniques (e.g. circulation throughout the class, eye-contact, pauses and proximity, while maintaining flow of instruction)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
6. reviews rules or instructions to promote on-task behaviours as needed or appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
7. distributes materials in a well-planned and organized manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
8. gains attention of all students before teaching (e.g. circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
9. uses strategies to maintain student attention throughout the lesson (e.g. circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
10. deals with disruptive student behaviours in an appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
11. takes proactive and preventive measures as needed (e.g. considers potential problem areas)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Overall Comments: Amber was always kind and respectful to both staff and students. She was eager to help students and tried hard to maintain a good work tone in the classroom. She worked hard, and improved tremendously, in her ability to motivate students while keeping control of the classroom. She did deal effectively with unmotivated students encouraging them to continue with their artwork. She wants to be an effective teacher and is willing to work to achieve respect and control.					

F. PLANNING COMPETENCY					
1. demonstrates an understanding of the context in which the learning takes place (e.g. the rationale of the lesson, how the lesson fits into the overall unit or long range plans)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
2. includes appropriate Ontario curriculum specific expectations and other opportunities for learning into plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
3. incorporates motivational techniques into plan (e.g. making topic relevant to students' interests, allowing for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
4. pre-assesses lesson (e.g. lists all resources, assesses layout of learning environment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
5. incorporates a variety of effective instructional strategies into lesson plan (e.g. teacher-directed, student-centered, cooperative learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
6. plans for consolidation of lesson (e.g. summarizes key components of lesson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
7. incorporates some type of application of the learning into plan (e.g. follow-up activity, seatwork, homework)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
8. sequences lesson components with sufficient detail and description (e.g. moves from concrete to abstract, appropriately scaffolds, progresses logically)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
9. lists a variety of key questions in plan (e.g. incorporates Bloom's Taxonomy)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
10. allocates appropriate time for material covered	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
11. plans for opportunity(ies) for students to construct own knowledge as appropriate (e.g. use of manipulatives, labs, hands-on activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
12. ensures all materials are organized and ready for use and plans for effective distribution of materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
13. considers some modifications and adaptations to address student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
14. plans to gather evidence of student learning (e.g. summative and/or formative assessment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
15. where possible, plans for effective use of technology to promote student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
16. ensures that the Field Experience Binder is organized and up-to-date, containing all of the required elements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
<p>Overall Comments:</p> <p>Amber needed to focus her attention on giving students clear steps in a project. When planning she often didn't have enough steps and assumed students would fill in missing blanks. She would be frustrated when things didn't go as she had intended but was very willing to reflect upon what needed tweaking to make it more effective for the next class. Unfortunately, this was a recurring issue and the first grade 9 class struggled while the later one benefitted from her changes. She was always willing to make the changes required to have a more successful class.</p> <p>Like many new teachers the timing of projects was a bit of a struggle. She did become more effective in planning her time when she got a sense of how quickly or slowly the class moved. She did run into problems when giving classes too many extensions but learned from this and was better able to manage later projects.</p>					

G. IMPLEMENTATION COMPETENCY					
1. motivates students (e.g. makes topic relevant to students' interests, allows for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
2. gives effective instructions and directions (e.g. clear, logical, written, oral)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
3. uses clear, concise and effective questioning techniques that incorporate a range of thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
4. encourages participation from all students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
5. promotes meaningful dialogue with students to provide feedback during the teaching/learning process (e.g. listens to responses, responds appropriately)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
6. sequences the lesson components appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
7. demonstrates appropriate pacing and timing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	N/A <input type="checkbox"/>
8. makes effective transitions throughout the lesson (e.g. from conducting lesson to giving instruction, to collecting and distributing materials)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
9. employs several instructional strategies that engage all learners	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
10. adapts and modifies lessons to address student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
11. adjusts lesson to circumstances (e.g. able to resume lesson after interruption)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
12. provides students with opportunities to construct own knowledge (e.g. use of manipulatives, labs, hands-on-activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
13. incorporates some type of application of learning in the lesson (e.g. follow-up activity, seatwork, homework)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
14. integrates effective use of technology to promote student learning as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
15. consolidates lesson	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Overall Comments: Overall, Amber is a strong teacher candidate. She was good at taking suggestions and implemented changes immediately. Again, her desire to be a effective teacher made her very willing to work hard to improve. She was well liked by students and they looked at her for direction and motivation.					