

NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICE TEACHING REPORT

Section No. 9 **Name** Amanda Den Bleker **Duration(from-to)** November 10-28
Board York Region District School Board **School/Location** Glen Cedar Public School **Associate Teacher (Please Print Full Name)** Aaron Ferguson **Grade** 8

OVERALL RATING: Level of Development

Weeks **1** **2** **3**

OUTSTANDING: Displays exceptional teaching skills in applying the most appropriate content and strategies (instructional/interpersonal) to meet the needs of learners. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility.

☐ ☐ ☒ **OUTSTANDING**

HIGHLY SUCCESSFUL: Displays sound teaching skills in applying appropriate content and strategies (instructional/ interpersonal) to meet the needs of learners. Requires minimal assistance in responding to suggestions for improvement. Demonstrates the ability to consistently apply reflective thought in a variety of teaching situations. Displays an understanding of professional growth and responsibility.

☒ ☒ ☐ **HIGHLY SUCCESSFUL**

SUCCESSFUL: Displays a developing understanding of teaching skills. Content and strategies (instructional/interpersonal) selected are generally appropriate and/or adequate to meet the needs of the learners. May require some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflective thought. Displays a basic understanding of professional growth and responsibility.

☐ ☐ ☐ **SUCCESSFUL**

DOES NOT MEET EXPECTATIONS: Displays an unsatisfactory understanding of teaching skills. Content and strategies (instructional/interpersonal) selected are generally inappropriate and/or inadequate to meet the needs of the learners. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and responsibility there is minimal evidence in practice.

☐ ☐ ☐ **DOES NOT MEET EXPECTATIONS**

PART A

LEGEND
 DNME - DOES NOT MEET EXPECTATIONS
 S - SUCCESSFUL
 HS - HIGHLY SUCCESSFUL
 O - OUTSTANDING
 NA - NOT APPLICABLE

COMMENTS (PLEASE ELABORATE ON STRENGTHS - WEAKNESSES)

Professional Qualities: Professional Attitude

		DN ME	S	HS	O	NA
1. Initiative	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional Responsibility	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Acceptance of Constructive Criticism	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional Qualities

Ms. Den Bleker demonstrated a high level of professionalism while at Glen Cedar. Ms. Den Bleker assumed full responsibility for a measurement unit and a History unit. In both units, she brought in additional resources for the class to use. Ms. Den Bleker actively sought out constructive criticism of her teaching practices and immediately worked to improve in the areas mentioned. Ms. Den Bleker assumed all of the regular day to day teaching duties, including yard duty and room clean-up.

Rapport

1. Courtesy and Respect for Learners	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sensitivity Towards Learners	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Enthusiasm	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Self Confidence

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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☒ **ASSOCIATE
TEACHER**

☐ **FACULTY**

Dates student was absent

A. Ferguson

SIGNATURE

Student Name:

Ms. Amanda Den Bleker

PART A - CONTINUED

Communication

		DN ME	S	HS	O	NA
1. Voice	1			x		
2. Spoken Language	2			x		
3. Written Language	3				x	
4. Nonverbal Communication	4			x		
5. Instructional Handwriting	5				x	
6. Questioning	6			x		
7. Listening/Responding/Learning Reinforcement	7				x	

COMMENTS

(PLEASE ELABORATE ON STRENGTHS/WEAKNESSES)

Communication

Ms. Den Bleker vocal enthusiasm improved over the session and she gained valuable experience using enthusiasm as an effective motivational tool. Written communication, both board work and seat work, was very legible and appropriate. She effectively provided scaffolding and used necessary wait time. Ms. Den Bleker continued to improve her level of questioning over the session. Ms. Den Bleker's responses to the class were both positive and encouraging. At the beginning of the session Ms. Den Bleker used slang occasionally but worked hard to eliminate it and by the end of the session had made significant improvement.

Teachers are to complete Part B or C, selecting the form that is more appropriate to the teaching/learning environment in which the student is working. Section B is more appropriate for lessons and activities for which the student teacher uses the General Planning Format; Section C is more appropriate in an active learning environment where the learners make more of the planning decisions and the student teacher uses the Single Activities Planning Format or the Multiple Activities Planning Format. In some cases teachers may choose to complete elements of both B and C.

PART B**I Planning**

		DN ME	S	HS	O	NA
1. Expectations/Opportunities					x	
2. Preassessment						
a. Learners	2a				x	
b. Learning Environment	2b				x	
c. Instructional Resources	2c				x	
3. Content						
a. Organization	3a				x	
b. Relationship to Underlying Concept/Skill	3b			x		
4. a. Instructional Strategies	4a				x	
b. Motivational Strategies	4b				x	
c. Consolidation of Learning	4c			x		
d. Applications	4d			x		
5. Assessment/Evaluation	5				x	
6. Student Teacher's Reflections	6				x	

COMMENTS

(PLEASE ELABORATE ON STRENGTHS/WEAKNESSES)

Planning

Expectations and outcomes were clearly stated and reinforced on a regular basis. Timelines were established by Ms. Den Bleker and were followed. Ms. Den Bleker made adjustments to the learning environment to better suit the needs of her lessons. Ms. Den Bleker was also proactive in planning for the various types of learners in the classroom. Her plans were organized in a detailed and sequential manner. Use of materials and media were appropriate to the lessons and the learners. Ms. Den Bleker used and experimented with a variety of instructional tactics. When appropriate Ms. Den Bleker made changes to her lesson plan to accommodate the unforeseen problems which arose.

Student Name:

Amanda Den Bleker

PART B - CONTINUED

		COMMENTS					(PLEASE ELABORATE ON STRENGTHS - WEAKNESSES)	
II Implementation		DN ME	S	HS	O	NA	Implementation	
1. Motivational Techniques	1			X			Ms. Den Bleker delivered highly effective and interesting lessons to a very diverse group of learners. Ms. Den Bleker employed a wide variety of independent and cooperative learning strategies in her lessons. Ms. Den Bleker was very successful in recognizing the need to include all of the learners in the classroom and sought out ways in which to include all of the students. Ms. Den Bleker, because of her enthusiastic style and student response, sometimes, had lessons that extended beyond the allotted time limit planned.	
2. Teaching Strategies	2				X			
3. Pacing and Timing	3			X				
4. Adjustment to Unpredicted Situations	4				X			
5. Knowledge of Subject Matter	5				X			
6. Modifications Based on Observations of Learner	6			X				
7. Use of Instructional Resources	7				X			
8. Supervision of Learning	8				X			
9. Assessment/Evaluation Strategies	9				X			
10. Achievement of Instructional Expectations	10				X			
III Classroom Management		DN ME	S	HS	O	NA	Classroom Management	
Creating An Appropriate Management Framework							Ms. Den Bleker used her enthusiasm and rapport with the students to effectively manage a difficult classroom which seasoned teachers find to be hard to manage. Routines were maintained while off task behaviour was dealt with firmly and positively. Ms. Den Bleker was proactive in her management by vigorously checking up on students who needed extra attention.	
1. Establishing Routines/Expectations	1			X				
2. Arrangement of Physical Environment	2				X			
Maintaining a Positive Learning Environment								
1. Discipline Strategies	1			X				
2. Enforcing Routines	2			X				
3. Awareness of Off-Task Behaviour	3			X				
4. Positive Reinforcement of Productive Behaviour	4			X				
Self Control								

COMMENTS:

It was a pleasure to have Ms. Den Bleker at Glen Cedar for her six week placement. She was accepted and well liked by the staff and students alike. Ms. Den Bleker's hard work and confidence will be missed by all at Glen Cedar. Congratulations on a terrific job Ms. Den Bleker!