



University
of Victoria
Education

East Kootenay Teacher Education Program
Room 185, College of the Rockies campus
Cranbrook, BC
Phone: 250-489-8228

Summary Report of 3-week Practicum

Teacher Candidate:

[Enter legal name here](#)

School District:	Enter text here	Program:	Bachelor of Education (Elementary)
School Name:	Enter text here	Practicum Length:	3-weeks
Grade/Subject:	Enter text here	Practicum Dates:	Enter text here
Mentor Teacher(s):	Enter text here	Field Advisor:	Enter text here

Description of school and context of teaching:

[Enter text here \(3-5 lines\)](#)

Summative statement:

[Enter text here \(3-5 lines\)](#)

Final Evaluation of Practicum: ☐ Satisfactory ☐ Unsatisfactory

A satisfactory evaluation indicates the Teacher Candidate has successfully met the criteria for this practicum and has demonstrated the *Professional Standards for BC Educators*.

Signatures

Field Advisor:		Date:	
Mentor Teacher(s):		Date:	
Teacher Candidate:		Date:	

Teacher Candidate Name: Enter legal name here

Use the boxes below to indicate the teacher candidate's level of proficiency:

E: Emerging D: Developing P: Proficient

1. Educators value and care for all students and act in their best interests

E	D	P	
☐	☐	☐	recognizes and attends to access/equity needs
☐	☐	☐	builds rapport and ensures physical and emotional safety of learners
☐	☐	☐	considers individual needs in how students represent their learning
☐	☐	☐	is flexible and reflexive given situation and student needs

2. Educators are role models who act ethically and honestly

E	D	P	
☐	☐	☐	understands and implements school, district, and provincial practices and policies
☐	☐	☐	demonstrates professional conduct, including appropriate use of social media
☐	☐	☐	understands the law with respect to their duties
☐	☐	☐	communicates professionally with school community and field advisor

3. Educators understand and apply knowledge of student growth and development

E	D	P	
☐	☐	☐	designs unit and lesson plans which include appropriate resources
☐	☐	☐	demonstrates connection between learning, development & growth
☐	☐	☐	adapts/differentiates to meet individual needs, with mentor support
☐	☐	☐	works to create positive, safe, and inclusive learning environments

4. Educators value the involvement and support of parents, guardians, families and communities in schools

E	D	P	
☐	☐	☐	demonstrates respect for and a willingness to learn about other cultures
☐	☐	☐	selected resources are inclusive across culture, language, ethnicity, SOGI
☐	☐	☐	communicates information pertaining to students in timely and appropriate ways
☐	☐	☐	recognizes and responds to the needs of school community, families, and students

5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting

E	D	P	
☐	☐	☐	plans learning experiences that reflect the needs of learners
☐	☐	☐	offers a variety of accessible modes of instruction and assessment
☐	☐	☐	engages students in teaching/ learning process
☐	☐	☐	implements formative assessment strategies

6. Educators have a broad knowledge base and understand the subject areas they teach

E	D	P	
☐	☐	☐	uses provincial curriculum to plan for learning
☐	☐	☐	uses technology thoughtfully to support curriculum
☐	☐	☐	practices critical reflections of teaching/learning process
☐	☐	☐	adapts plans and resources as necessary to implement feedback

7. Educators engage in professional learning

E	D	P	
☐	☐	☐	independently seeks out strategies and solutions for concerns
☐	☐	☐	seeks out and incorporates feedback for improvement
☐	☐	☐	shares written weekly reflections with field advisor

8. Educators contribute to the profession

E	D	P	
☐	☐	☐	develops and shares resources
☐	☐	☐	collaborates with colleagues who support student learning in the classroom and school
☐	☐	☐	interacts collegially and constructively with mentor(s) and field advisor

9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis

E	D	P	
☐	☐	☐	through reflection, demonstrates willingness to critically examine their own biases, attitudes, beliefs, values and practices
☐	☐	☐	demonstrates value and respect for languages, heritages, cultures, and ways of knowing and being by incorporating FPPL into learning practices
☐	☐	☐	integrates First Nations, Inuit, and Métis worldviews and perspectives into learning environments