



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 Practicum

Teacher Candidate:

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School District:	.	Program:	☐ Post Degree Program	☐ Bachelor of Education
School Name:	.	Curriculum:	☐ Elementary	☐
Grade/Subject:	.	Practicum Length:	☐ 6-wk	☐ 10-wk
University Supervisor:	.	Practicum Dates:	.	
Mentor Teacher(s):	.			

Description of school and context of teaching:

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Summative statement:

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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:	

Standards and Descriptors	Comments for .
1. Educators value and care for all students and act in their best interests • recognizes and attends to access/equity needs • develops materials appropriate for all learners • ensures physical and emotional safety of learners • engages students in meaningful participation in their learning • 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 • understands and implements school/district/provincial practices and policies • exercises professional conduct including: regular/appropriate communication with students, families and mentor/supervisor • respects the privacy of their colleagues, students and their families • understands the law with respect to their duties (e.g. duty to disclose)	
3. Educators understand and apply knowledge of student growth and development • designs developmentally appropriate learning opportunities which include SEL components • demonstrates the connection between learning and development and growth • develops appropriate learning resources informed by context • adapts/differentiates to meet individual needs • works to create positive, safe and inclusive learning environments	
4. Educators value the involvement and support of parents, guardians, families and communities in schools • selects appropriate learning materials which are varied, inclusive (across culture, language, ethnicity, SOGI) • communicates information pertaining to students in timely and appropriate ways • recognizes and responds to unique needs of school community, families and students	
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting • plans learning experiences that reflect the needs of the learners and learning environment • adapts/develops resources for student learning • offers a variety of accessible modes of instruction and assessment	

Standards and Descriptors	Comments for .
- effectively engages students in teaching/ learning process - assessment is both formative and summative and is clearly communicated to students and families	
6. Educators have a broad knowledge base and understand the subject areas they teach - prepares relevant learning materials; preparation is linked to current educational research and resources - technology is used to thoughtfully deliver curriculum and does not obscure the content - practices critical reflections of teaching/learning process - adapts plans as necessary to meet learners' needs	
7. Educators engage in professional learning - Independently seeks out strategies and solutions for concerns - Collaborates regularly with colleagues and professional learning communities - Seeks out and incorporates feedback for improvement	
8. Educators contribute to the profession - develops and shares resources - collaborates with colleagues who support student learning, including mentor(s) and supervisor, as well as school resource personnel	
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 - through reflection, critically examines 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	

Initialed:	Field Advisor:		Mentor Teacher:		Teacher Candidate:	
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