
York University Practicum Summary Report

York Region P/J - Consecutive Program



Teacher Candidate Name: Nuphar Shiewitz

Division: P/J J/I

Course Director Name: Christine Mainguy

Course Director Signature: 

Date: May 15th, 2015

School: Richmond Rose Public School

Board: York Region DSB

Evaluation Period: First Evaluation Cycle Consecutive – Fall Term
 Last Evaluation Cycle Consecutive – Winter Term

A. Creating the Environment for Learning Engagements

(Comments on: A.1. Materials, A.2. Classroom Organization, A.3. Affective Climate)

Nuphar always comes to placement well prepared. Her lessons contain a variety of well thought out materials such as books, songs, artwork, and creative activities that focus on individual and collective learning. This helps her to gain the interest of the students and generate active participation. The materials take into consideration the needs of the various learners and focus on diversity as well as inclusivity. A large portion of the class is ELL; therefore, Nuphar was tentative to their linguistic needs. She purposefully uses materials as a focal point in the formation of knowledge. She takes into consideration the physical setting and classroom environment so as to make materials easily accessible to all students. Her approach to teaching and learning provides for a climate of mutual respect between the teacher candidate, mentor teachers and the students. Given her own diverse background, Nuphar is able to demonstrate appreciation for individuals' differences by modifying lessons to allow for differentiation. Differing instructional environments and following classroom protocols allowed her to provide a safe environment.

B. Classroom Discourse

(Comments on: B.1. Teacher Talk, B.2. Student Talk)

Nuphar's use of cross-curricular integrated lesson plans encourages students to talk within the classroom. She always makes a conscious effort to encourage all students to participate. Nuphar gave the students the ability to engage orally in all the lessons and modified these as needed to ensure student participation. Students responded to Nuphar's auditory cues, which were clear and concise. This was done by incorporating various discourse strategies and taking into account the linguistic and social differences of the students in the class.

C. Individual Learning Engagements

(Comments on: C.1. Curricular Content, C.2. Initiating, C.3. Sustaining, C.4. Culminating/Closing, C.5. Assessing)

Nuphar creates instructional opportunities and strategies related to the curriculum that help students analyze and comprehend materials and appreciate difference and inclusivity. She uses assessment for and as learning to help her plan learning engagements that build on student prior knowledge. Her learning opportunities incorporate a variety of instructional strategies that include the use of small groups, pairs, individual and the class as a whole as needed. Nuphar is able to transition between the various learning environments/engagement opportunities and activities with ease as her lessons are well-organized, engaging, carefully planned and clear. A particular strength is her ability to monitor the time and adjust various subject areas as needed. Nuphar is able to create cross curricular activities, as seen in her lesson on writing a friendly letter to a community helper that incorporated literacy with aspects of the grade one social studies unit.

D. Learning Engagements within Units

(Comments on: D.1. Content)

When planning a unit, Nuphar considers the culminating task first, based on the curriculum expectations for the subject being taught. She then uses the end task to plan for the lessons that will engage the students and help them to achieve the learning goals and success criteria. She considers how the lessons will build upon student responses and how the lessons connect in a logical progression. She plans for and uses a variety of instructional strategies throughout a unit.

E. Professionalism

(Comments on: E.1. Professional Curiosity, E.2. Professional Conduct)

Nuphar regularly attends staff meetings, teacher meetings, and supervision duties inside and outside of the classroom. She communicates clearly and asks for advice from her Mentor Teachers appropriately to ensure lessons and personal goals were consistent with classroom and school expectations. In addition, she demonstrates professional organization and the ability to exchange information, resources and ideas with her fellow colleagues and teachers. She maintains confidentiality of student information and is aware of and adheres to the ethical and legal obligations that govern the teaching profession.

Recommended Practicum Grade:

Pass **Fail**
