

York University Practicum Summary Report



Teacher Candidate Name: Ysabela Reyes Division: P/J J/I I/S
Mentor Teacher Name: Kofi Barning
Mentor Teacher Signature: Date: 12/13/23
School Mosignor Percy Johnson C.S.S Board: TCDSB

Evaluation Period: EDPR3000 Evaluation Year TWO
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A. Creating the Environment for Learning Engagements

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

Ysabela is an enthusiastic teacher candidate, who is extremely passionate about her profession. She demonstrated her passion through her chosen materials which were a mixture of visual, technology and print-based materials that served as a focal point and as a point of departure for the knowledge to be learned. She utilized materials that were inclusive and relevant to student identities in the classroom and related to course curriculum. She made a climate of mutual respect amongst her students by setting consistent class expectations. Ysabela's dedication to classroom organization skills were reflected in her instructional approach surrounding group work, pairs, whole class discussions.

B. Classroom Discourse

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

When delivering her lessons, Ysabela was always audible and clear for most learning engagements. Ysabela also engaged students in various strategies including culturally relevant pedagogy and supporting students' IEPs. Regarding student talk, Ysabela provided great opportunities for students to engage in lesson-related talk through a variety of group activities, class discussions and pair settings for their participation. She was also attentive to students' questions and learning needs to encourage and engage them in course content throughout the learning engagements.

C. Individual Learning Engagements

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

Ysabela's lesson plans reflected all aspects of the curriculum expectations and learning engagements. Her start and end times during her lessons were well timed and amazing. She made sure learning engagements built on prior knowledge of the students, took into account the different learning styles and recognized each students' potential. Her dedication was also reflected in her transition times between the initiation of the learning engagement and sustained activity as a result of her organization and clarity of instructions. She closed lessons by reflecting on topics that emerged. When assessing student work, she made sure the expectations for evaluations were clear and assessed on student learning.

D. Learning Engagements within Units

(Comments on: D.1. Content)

Ysabela's knowledge of the subject matter allowed her to build on students' responses from the learning engagements. With her wide array of knowledge, she was able to draw on her experiences to engage students in many ways. She experimented with different instructional strategies and assessments such as class group activities in the physical geography/climate unit and the beginning of the resources unit. The culminating task as a test for physical geography/climate summed up the unit.

E. Professionalism

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

Ysabela adhered to routine administrative and professional protocols of the school. She presented herself professionally at all times and respected the confidentiality of student information. She attended the PLC presentation as well as discussed teaching strategies with colleagues. She inquired about professional student success resources with the graduate coach.

Recommended Practicum Grade:

Pass Fail