

# York University Practicum Summary Report



Teacher Candidate Name: Avi Feldman

Division: P/J J/I I/S

Mentor Teacher Name: Shilpi Kumar

Mentor Teacher Signature: \_\_\_\_\_ Date: May 15, 2008

School(s): Best Practice P.S.

Board: TDSB

Evaluation Period:  End of ED II Concurrent  
 End of ED III Concurrent

First Evaluation Cycle Consecutive  
 Last Evaluation Cycle Consecutive

## A. Creating the Environment for Learning Engagements

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

Mr. Avi Feldman planned learning engagements for students that made good use of visual and print based materials. The materials were inclusive of race, class or gender. He was able to create an instructionally based plan that utilized a variety of organizational structures, such as, organizing the students into small groups, whole groups or pairs for instruction. Mr. Feldman incorporated many inclusive strategies which included valuing student backgrounds and bringing additional resources to ensure that all students were represented in the curriculum. He quickly learned to balance the tension between being consistent in setting behavioral expectations for students and allowing for exceptions based on contextual factors.

## B. Classroom Discourse

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

Avi often used language that reflected a variety of discourse strategies. He also used talk effectively to account for and encourage students with consideration given for linguistic and social differences (he used culturally relevant pedagogy). Mr. Feldman consistently ensured that all students were provided with the opportunity for lesson related student talk during learning engagements which promoted cognitive processing.

## C. Individual Learning Engagements

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

Avi acknowledged the need to integrate respect for social difference throughout his learning engagements and he constantly explored ways to differentiate instruction within individual learning engagements. When initiating the lesson, Avi was able to ensure that the complexity of ideas or concepts within learning engagements was matched in difficulty level to the background knowledge, linguistic knowledge, and experience of the students. In sustaining the lesson, Avi conceptually linked the activities and in closing the lesson he was able to identify issues/themes that emerged. When assessing the students' work, Avi always made the basis of evaluation clear to the students prior to the task.

## D. Learning Engagements within Units

*(Comments on: D.1. Content)*

Avi crafted a thoughtful unit on Early Settlers that explored diverse perspectives and experiences with planning that demonstrated a logical sequence of learning engagements. He researched and created a wide range of resources, strategies, and assessments with activities that incorporated hands-on learning. His culminating task brought the unit together and provided students with authentic ways to showcase their learning.

## E. Professionalism

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

Avi enthusiastically engaged in professional organizations and literature. He was a keen participant at a number of in-school workshops, the PLC as well as a professional book club. He worked actively with the grade three team to plan collaboratively for his teaching blocks; meeting often with his colleagues in order to plan and share resources and activities.

Recommended Practicum Grade:

Pass  Fail

# SAMPLE ED III SUMMARY REPORT