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(File name example: TeacherCandidateName.pdf)

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## Final Report

**Teacher Candidate:**

Meghan Delve

**Student Number:**

8152633

**School Name:**

ST Peter CHS

**School Board:**

OCSB

**Placement Period:**

Nov 2020-April 2021

**Date:**

April 20, 2021

**Associate Teacher:**

Louis-Claude Campeau

**Grade(s) - Subject Area(s):**

HRE2OI, HIP4O, CHV2OI



**Pass**



**Fail**

**Please Note:**

This evaluation should be based on the developmental nature of learning to teach. In filling out the report please keep in mind the Teacher Candidate's stage of preparation in the program. Please refer to the practicum rubric in the Practicum Guide for a clearer description of each competency level.

Under each "Comment section" please highlight the Teacher candidate's strengths and make suggestions for continued development or required improvements.

The Teacher Candidate should sign and retain the original, and is responsible for emailing a copy to [practic2@uOttawa.ca](mailto:practic2@uOttawa.ca) and their Faculty Representative.

## A. PROFESSIONAL COMMITMENT COMPETENCY

As a developing teacher, the Teacher Candidate: interactions, relationships, responsibility, initiative

### Evaluation

☒ Meets Expectations ☐ Developing Towards Expectations ☐ Does Not Meet Expectations

### Comments:

Meghan has demonstrated a positive rapport with all her interaction at St Peter interacting with different grade levels and subject throughout her stay. She has met all expectation and was able to teach several classes in prosthetic makeup and mathematics which were outside her assigned teaching duty. Meghan was always open to suggestions from myself and other teachers within our school community.

## B. COMMUNICATION COMPETENCY

As a developing teacher, the Teacher Candidate: verbal communication, non-verbal communication, written communication, listening and responding

### Evaluation

☒ Meets Expectations ☐ Developing Towards Expectations ☐ Does Not Meet Expectations

### Comments:

Meghan is very fluent in both English and French which was demonstrated in her interaction in the immersions and non immersion classes. She has worked diligently throughout her practicum and successfully improved her non-verbal communication and pacing skills allowing time for students to absorb information and actively participate in class. Although successful, I encourage Meghan to continue and explore different technique in probing and prompting techniques as these skills are constantly changing depending on the teaching environment (as seen this year with in-class vs on-line- learning)

### C. KNOWLEDGE COMPETENCY

As a developing teacher, the Teacher Candidate: subject knowledge, developmental nature of the learner, curriculum

#### Evaluation

☒ Meets Expectations ☐ Developing Towards Expectations ☐ Does Not Meet Expectations

#### Comments:

I congratulate Meghan on her ability to adapt to the realities of teaching during Covid-19. Originally slated for History and FSL, Meghan successfully implemented curriculum for HIP4O (Personal Life Management) creating a wonderful interactive unit on banking and investments. The activities and lessons created were engaging, relevant and based on real life situations which were very much appreciated by the students. More importantly they were clearly linked to curriculum expectation for the course.

### D. COMMITMENT TO STUDENTS COMPETENCY

As a developing teacher, the Teacher Candidate: positive learning environment, managing learning environment, student engagement, collaborative problem-solving

#### Evaluation

☒ Meets Expectations ☐ Developing Towards Expectations ☐ Does Not Meet Expectations

#### Comments:

Throughout her stay at St Peter, Meghan always demonstrated a friendly, positive, and professional manner ensuring students always felt safe and welcomed. This was accomplished by actively participating in student council initiatives (colour day, Pink shirt day, wear black in solidarity etc.). The pandemic has impacted the in class learning environment as such Meghan was required to collaborate with the main classroom teacher as well as the academic support teacher. This collaboration was key to ensure that delivery of curriculum to different cohorts as well as different mediums (in class to on line learning and vice versa).

## E. PLANNING AND IMPLEMENTATION COMPETENCY

As a developing teacher, the Teacher Candidate: development of lesson and unit plans, implementation, assessment

### Evaluation

☒ Meets Expectations ☐ Developing Towards Expectations ☐ Does Not Meet Expectations

### Comments:

Meghan is extremely knowledgeable in the use of technology such as Google suites as well as Jamboard, Forms, Google Meets and breakout rooms. She incorporates a variety of instructional techniques throughout the practicum to meet the different needs of the students. Her lesson and activity on the stock market was excellent and well received by all students in the class. She assessed student work fairly, accurately and in a timely manner taking the many needs into consideration (Covid-19, IEP) and encouraged students to seek ways to improve responses when giving answers in class, and in assignments. Excellent work overall.

### Overall Comments:

Comments should reflect areas of strength, areas for further development, and suggestions to improve practice.

Signature of Teacher Candidat:

Date:

April 20, 2021

Signature of Associate Teacher:

Date:

April 20, 2021