

Keewatinase Practicum Assessment Form (Formative/Summative/Self Assessment)

Placement Details:

Number of Days Completed:

Number of Days Absent:

Professionalism

Demonstrates dependability, flexibility and initiative in applying Indigenous knowledge and pedagogies.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Demonstrates sound professional judgment and maintains respectful and collaborative relationships with learners, colleagues, families, and community members, prioritizing student well-being and cultural practices.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Embodies the 7 Grandfather teachings (love, truth, honesty, respect, humility, courage, and wisdom) in instructional decision-making.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Acts according to the ethical standards for the teaching profession: care, trust, respect and integrity.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Responds professionally to and enacts constructive feedback from Associate Teachers.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Comments:

Positive Learning Environment

Maintains a safe, inclusive, and culturally grounded learning environment in collaboration with the Associate Teacher.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Engages in relational, trust-building conversations with learners that affirm their sense of belonging, identity, and voice.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Models curiosity, passion, and a love of learning grounded in Indigenous ways of Knowing, Seeing, Doing, and Being.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Addresses inappropriate behaviours using culturally safe and trauma-informed approaches that protect learners' dignity and promote healing (e.g., Circle processes, restorative dialogue).

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Nurtures a space that upholds the emotional, mental, physical, and spiritual dimensions of wholistic well-being, where all learners feel valued, respected, and connected to one another, the land (Aki), spirit, and their cultural identities.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Comments:

Teaching Practice

Demonstrates understanding of curriculum guidelines, expectations and big ideas, integrating Indigenous knowledge, languages, and worldview within Ontario education curriculum frameworks.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Demonstrates understanding of subject matter in ways that honour Indigenous ways of Knowing, Seeing, Doing, and Being (e.g., teaching practices include culturally relevant examples, stories, and teachings).

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Demonstrates working proficiency in the language of instruction (English) in four modalities: reading, writing, listening, and speaking. Uses Indigenous language or terminology as applicable.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Develops culturally grounded lesson plans for submission to Associate Teacher prior to teaching, including opportunities for land-based and experiential learning as applicable.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Communicates clear, achievable expectations and instructions to learners, ensuring instructions support learners' understanding while affirming their identities.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Engages learners in the learning process through careful selection and implementation of developmentally appropriate approaches/strategies/tools that reflect Indigenous pedagogies and balance emotional, mental, physical, and spiritual development.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Grounds teaching in Indigenous pedagogies (e.g., Aki-based learning, circle process, storytelling, reflection, experiential and community-based learning), seeking guidance from Elders, Knowledge Keepers, and community members when applicable.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Recognizes the importance of local context and community perspectives in curriculum interpretation. This may include understanding the role of local protocols, knowledge systems, and spiritual teachings.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Assessment / Evaluation

Practices assessment *as, for, and of* learning using culturally responsive, wholistic approaches, with guidance from the Associate Teacher.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Provides specific, timely, and culturally respectful feedback that supports learners' growth and identities.

- ☐ Developing as Expected
- ☐ Needs Further Development
- ☐ At Risk

Comments: