



# Summative Evaluation of Practicum

## Master of Teaching

**Teacher Candidate:** Saul Aaron Widrich

**Year: 1 Practicum Session: 1**

**Dates:** November 3, 2025 to December 9, 2025

**Associate Teacher:** Katie Martin

**Grades taught:** 9,12

**Subjects taught:** Math

**School:** Stephen Lewis

**Board:** YRDSB

### PROFESSIONAL RESPONSIBILITIES

Saul Widrich demonstrated a strong sense of professionalism and commitment to his role as a teacher candidate. He was consistently punctual, well prepared, and highly dedicated throughout his five-week placement. Saul approached his practicum with a strong work ethic and a genuine desire to grow, engaging openly and thoughtfully in reflective practice. He welcomed feedback and engaged in meaningful professional dialogue, using suggestions to improve his teaching practice over time. As this was his first placement, there was a significant amount to learn about the day-to-day realities of classroom teaching, and Saul approached this learning with openness, humility, and persistence. He demonstrated growth in understanding professional communication, including recognizing the value of concise email communication and prioritizing in-person conversations when supporting students. Saul's professionalism, initiative, and willingness to learn contributed positively to the classroom and school environment.

### DIVERSITY AND EQUITY

Saul demonstrated a strong commitment to supporting the diverse learning needs of students and to fostering an inclusive classroom environment. He made thoughtful efforts to understand individual students and respond to their academic and personal needs. Saul worked one-on-one with an English Language Learner to discuss strategies for improving understanding and confidence in mathematics, and he took intentional steps to support students working at different levels. Notably, when identifying a student who was working significantly ahead, Saul sourced enrichment opportunities, including math contest problems, and encouraged the student to challenge herself further. His attentiveness to student needs and his willingness to adapt instruction to support both enrichment and accessibility reflect an emerging understanding of equity-minded teaching practices.

### INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

Saul actively engaged in the broader school community during his placement. He joined both the Math Club and the GSA, demonstrating a willingness to contribute beyond his assigned teaching responsibilities. He assisted with the administration of a math contest and supported the Grade 9 math team by stepping in to assist a supply teacher during another teacher's absence, helping to administer an assessment and respond to student questions. Saul also collaborated with multiple teachers across both course teams to support assessment creation and planning. His involvement reflects a strong sense of collegiality and a genuine interest in becoming an active member of the school community.

## UNDERSTANDING CURRICULUM AND THE LEARNER

Saul demonstrated a growing understanding of the Ontario mathematics curriculum and the learners within a secondary school context. He primarily taught in the Grade 9 destreamed mathematics class and also taught portions of the Grade 12 Advanced Functions course, building on lessons that were first introduced by the associate teacher. He showed initiative in designing engaging warm-up activities and lessons that supported student thinking and participation. Saul demonstrated care in considering how students engage with mathematical concepts and was receptive to feedback on how to improve clarity of explanation and mathematical communication. Continued experience will support him in refining his instructional explanations by slowing pacing, incorporating intentional pauses, checking for student understanding before moving forward, and ensuring that mathematical notation and form are communicated clearly and consistently.

## ASSESSMENT, PLANNING AND INSTRUCTION

Saul demonstrated strong initiative and creativity in planning and delivering lessons, particularly through the development of engaging warm-up activities and interactive learning tasks. He regularly incorporated student voice into his instruction by inviting students to share their thinking and by having students come to the board to present solutions and explain their reasoning. This practice encouraged participation, fostered mathematical discussion, and helped students see multiple approaches to problem-solving.

Saul prepared informal lesson plans that outlined lesson goals and activities and demonstrated a growing awareness of lesson flow and pacing. As the placement progressed, he became increasingly reflective about how to structure class time effectively. Continued experience will support Saul in further developing detailed planning strategies that balance instruction, practice, discussion, and consolidation to maximize student engagement and learning. He collaborated with several teachers across both course teams to develop assessments and was receptive to feedback throughout the planning and revision process.

Saul showed growth in instructional delivery and became more mindful of the importance of clearly communicating mathematical ideas. His willingness to revise lessons and assessments based on feedback reflects a strong foundation for continued professional growth.

## CLASSROOM MANAGEMENT

Saul developed positive relationships with students and demonstrated care, patience, and approachability in the classroom. Early in the placement, classroom management was an area requiring focused development, particularly in establishing attention and maintaining consistent expectations for student behaviour. Saul was receptive to feedback and showed noticeable improvement over time, including learning to pause instruction until students were attentive and using strategies to assert classroom presence more effectively. As the placement progressed, he became more confident in addressing off-task behaviour and setting clear expectations. Continued experience and practice will further support Saul in developing a calm, confident classroom presence and in taking clear instructional leadership.

## ADDITIONAL COMMENTS

It has been a pleasure working with Saul throughout this practicum. He is a hardworking, thoughtful, and reflective teacher candidate who brings energy, creativity, and genuine care for students into the classroom. Saul's willingness to seek feedback, engage in professional dialogue, and implement suggestions speaks strongly to his commitment to growth and learning. His initiative, collaborative nature, and dedication to supporting student success will serve him well as he continues in the program. I am confident that Saul will continue to develop into a capable and effective mathematics educator and will be a valued member of any school community.

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**Overall appraisal:** • Pass  Fail

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