

**Faculty of Education**  
**PROFESSIONAL SEMESTER TWO SUMMATIVE REPORT**

**Student Teacher:** Taylor Fornwald **School:** Alexandra Middle School

**Grades/Subjects Taught:** Drama 7/8, Science 8, Humanities 8

**Teacher Associate:** Erin Sand and Ashley Bechtold **University Consultant:** John Poulsen

**Dates of Practicum:** March 9, 2015 – April 24, 2015

**Instructions:**

- This is a summative report of the student teacher's performance at the **end of the PSII practicum**, based on expectations for that stage of teacher development (ED 3600).
- For each practicum outcome below, place a **check mark in the appropriate** box to indicate the student teacher's level of performance: either Not Meeting Expectations for the PSII level, Meeting Expectations, or Exceeding Expectations. (Most students will fall into the Meeting Expectations category, unless there is clear evidence for Not Meeting Expectations or Exceeding Expectations.) For students within the Meeting Expectations category, please indicate level of performance.
- At the end of each section, please provide **comments** in reference to the relevant KSAs and practicum outcomes.

**THE STUDENT TEACHER:**

**1. PLANNING AND PREPARATION**

- KSA #1 Teachers make reasoned decisions about teaching and learning based on their ongoing analysis of contextual variables.*  
*KSA #3 Teachers use the programs of study to inform and direct planning instruction and assessment.*  
*KSA #6 Teachers plan for instruction, translating curriculum and outcomes into meaningful learning activities.*  
*KSA #9 Teachers use a broad range of instructional strategies.*  
*KSA #13 Teachers identify and use relevant learning resources.*

<i>Planning and Preparation</i>	Not Meeting Expectations	Meeting Expectations		Exceeding Expectations
1. Demonstrates knowledge and skills in the subject matter of lessons including his/her subject major.		✓		
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans.			✓	
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught.			✓	
4. Takes into account students' prior learning, learning needs (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background.		✓		
5. Organizes content into appropriate components and sequences for instruction.			✓	
6. Plans appropriate content and activities for the time allotted.			✓	
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies, learning activities, and assessment of lesson objectives.				✓
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan.				✓
9. Integrates information and communications technology into instruction in subject major and other subjects, where appropriate.			✓	
10. Obtains and organizes equipment and materials for instruction.				✓

**Comments:**

Taylor was meticulously planned and organized prior to the beginning of the practicum and for the duration; she clearly demonstrated an understanding of the separate curriculums she was teaching and made a concerted effort to modify and accommodate her instructional style and classroom activities for students at different levels and with different learning needs. Taylor was completely self-sufficient when acquiring materials and took initiative to prepare her own supplies before a lesson. Taylor is commended for finding the types of instruction that meet many learning styles. Students will find an environment for success in her future classroom!

**2. INSTRUCTION**

*KSA #4 Teachers demonstrate knowledge of the content they teach.*

*KSA #5 Teachers identify and respond to learner differences.*

*KSA #9 Teachers use a broad range of instructional strategies.*

*KSA #10 Teachers apply a variety of technologies to meet students' learning needs.*

<b>Communication</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Uses clear, fluent, and grammatically correct spoken and written language.		✓	
2. Uses vocabulary appropriate to students' age, background and interests.		✓	
3. Modulates his/her voice for audibility and expression.		✓	
4. Demonstrates cultural sensitivity in communication and instruction.		✓	
<b>Lesson Introduction</b>			
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention getters, provides overview, and relates the lesson to previous learning as appropriate.		✓	
<b>General Lesson Development</b>			
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.		✓	
7. Presents content in appropriately organized sequences for instruction.		✓	
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.		✓	
9. Demonstrates subject matter competence during instruction.		✓	
10. Organizes and directs learning for individuals, small groups, and whole classes.		✓	
11. Provides clear directions, instructions, and explanations.		✓	
12. Directs efficient transitions between lessons and from one activity to the next.		✓	
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including goals/objectives of student IPPs).		✓	
14. Uses a broad range of instructional strategies specific to subject major.		✓	
15. Uses appropriate materials and resources.		✓	
16. Demonstrates flexibility and adaptability.		✓	

<b>Questioning and Discussion</b>					
17. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.			✓		
18. Provides appropriate "wait-time" after posing questions.			✓		
19. Seeks clarification and elaboration of student responses, where appropriate.				✓	
20. Leads and directs student participation in class discussion effectively and distributes questions appropriately.				✓	
<b>Focus on Student Learning</b>					
21. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.				✓	
22. Recognizes and responds appropriately to individual differences and group learning needs.			✓		
23. Reinforces student learning, building on previous learning, reviewing, and re-teaching.				✓	
<b>Closure</b>					
24. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications.			✓		
25. Provides homework when appropriate and explains assignments fully.				✓	

**Comments:**

Taylor is to be commended for experimenting with different instructional styles, and communication techniques. She was quick to implement many cooperative learning strategies, and was reflective after lessons. She utilized a daily agenda format, and explained her expectations clearly. Taylor, continue to reflect on your lessons daily. This practice will continue to inform your teaching in a powerful way. When you look at your day, look for things that went well, things you would not do again, and areas of opportunity for the next time. Continue to be clear and direct with your students, and never be afraid to stop and go back if you see an area that needs attention. They learn from our mistakes just as we do.

**3. CLASSROOM LEADERSHIP AND MANAGEMENT**

*KSA #7 Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.*

*KSA #8 Establishes relationships with students that respect human dignity.*

<b>Classroom Leadership</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence.		✓	
2. Creates and maintains an effective learning environment, setting high expectations and standards for student learning, attending to student variables such as age, gender, socio-economic status and cultural/linguistic background.		✓	
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.			✓
4. Establishes positive relationships and a classroom climate based on mutual trust and respect.		✓	
<b>Classroom Management</b>			✓
5. Clearly defines and reinforces classroom procedures and routines.			✓
6. Clearly communicates and reinforces expectations for appropriate student behaviour.		✓	
7. Monitors student behaviour and is aware of student behaviour at all times.		✓	

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|--|--|--|---|--|--|
| 8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. |  |  | ✓ |  |  |
|--|--|--|---|--|--|

**Comments:**

This was the area Taylor had to work the hardest at, and as such, it is still an area where we see Taylor will be able to grow. This practicum pushed you to learn about a new age group, issues facing teachers, new ways to manage a classroom, and new ideas about effective instruction and creating positive environments. It is my hope that you continue to reflect on situations that arise and allow yourself to learn from every situation you encounter. Some of our best management techniques come from the most unlikely of places, and many times they come from what we know works. Don't feel pressured to implement strategies you are not comfortable with because knowing who you are as a teacher and what you expect from your students and classroom will guide your practice and help you to build sincere relationships with students. This will in turn act as a management strategy in itself. Please continue to be eager to learn and genuinely interested in your students, they notice your attention and they enjoy your enthusiasm.

**4. ASSESSMENT**

*KSA #11 Teachers gather and use information about students' learning needs and progress and assess the range of learning objectives.*

<b>Assessment</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conferences, questioning, checking daily work performance-based and written assessments, quizzes, tests).		✓	
2. Checks frequently for understanding.		✓	
3. Provides timely and effective feedback on learning to students.			✓
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required).		✓	
5. Analyzes and evaluates measurement data to assess student learning.		✓	
6. Explains to students how learning will be measured.		✓	
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively).		✓	

**Comments:**

Taylor, we found that you were more than willing to play with different assessment strategies in this practicum. It is a reality of education that we must assess student work, and this is regularly very challenging, but also rewarding. You did a great job of providing timely, relevant feedback to the students about the work they submitted and your efforts were well rewarded by the great results in student achievement. Always remember to let your assessment inform your practice, and always know what it is you are assessing.

**5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES**

- KSA #2 Teachers understand the legislated, moral and ethical framework within which they work.*  
*KSA #15 Teachers engage in assessing the quality of their teaching.*  
*KSA #16 Teachers are able to communicate a personal vision of their own teaching.*

<b>Professionalism</b>	<b>Unacceptable</b>	<b>Acceptable</b>
1. Presents a professional appearance and manner.		✓

2.	Fulfills professional obligations (i.e., punctuality, routine administrative duties).	✓
3.	Demonstrates maturity and professional judgment.	✓
4.	Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.	✓
5.	Establishes professional relationships with the educational community and wider community (where appropriate).	✓
<b>Professional Growth</b>		✓
6.	Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses, and makes appropriate suggestions for improvements.	✓
7.	Uses the results of student assessment and feedback to improve teaching practices and guide professional growth.	✓
8.	Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.	✓
9.	Develops and communicates a personal vision of teaching.	✓
10.	Develops a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.	✓
11.	Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation.	✓
12.	Applies the knowledge, skills and attributes for interim certification appropriately.	✓
<b>Ethical Conduct</b>		✓
13.	Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background, or linguistic background.	✓
14.	Treats students with dignity and respect and is considerate of their circumstances.	✓
15.	Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student.	✓
16.	Does not undermine the confidence of students in teachers or other student teachers.	✓
17.	Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism.	✓
18.	Acts in a manner that maintains the honour and dignity of the profession.	✓
19.	Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.	✓

**Comments (Professional Attributes and Responsibilities):**

Over the course of Taylor's practicum she behaved in a mature and professional manner, and she met challenges with dignity, decorum, and with a smile on her face. She maintained confidentiality about students and their situations, and was ready, willing, and able to do whatever was necessary to help resolve the situations, with the best interests of the students in mind.

**SUMMARY:****Areas for further growth:**

Taylor, you have grown so much in so many ways over the last six weeks and getting to be a part of that has been an amazing experience. Please continue developing a variety of classroom management strategies (verbal, non-verbal, vicinity), and look for ways to modify or adapt strategies that you already have in your arsenal. Remember to keep your eyes moving and ears open at all times, and to take a step back and observe your students. Continue to mentally process situations (instructions, routines, management issues) with outcomes in mind that are in line with your personal philosophy and pedagogical beliefs. Continue to reflect regularly on your craft, and make note of opportunities for growth in your lessons.

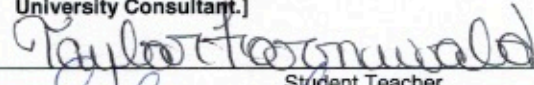
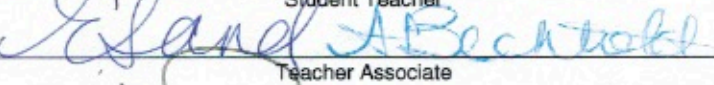
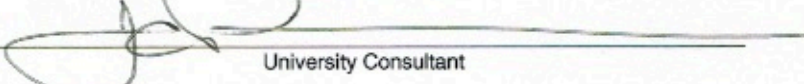
**Overall comments (Strongest aspects of student's performance):**

Taylor, you should be very proud of the work you have done and the growth you have shown throughout this practicum. Your organization, preparedness, and knowledge in Drama gave you the foundation you needed so you could focus on building your classroom skills. Your personality and gentle manner have really been evident over the last few weeks, and the students have been rewarded by having you in our classes. You were brave enough to try new things and take on challenges, and that is the hallmark of a true teacher. Each day, you handled yourself with confidence and grace and even when you looked back and saw things that didn't go as planned, you reflected upon it and made changes for next day. You were even able to reflect between classes and make adjustments within a single teaching day, which shows that you are aware of yourself as a teacher. Taylor, it was an absolute pleasure to get to work with you and see you progress each day. We know with complete certainty that you will continue to be successful due to your dedication to student learning and passion for teaching. Congratulations on a job well done!

**Recommendation:**       **Pass**                       **Fail**                       **Incomplete\***

\*If an Incomplete grade is recommended, please attach a signed document providing reasons and recommendations for additional practicum experience.

[Note: The Teacher Associate is responsible for completing this document, in consultation with the Student Teacher and the University Consultant.]

 Student Teacher	Apr. 21/15 Date
 Teacher Associate	Apr. 21, 2015 Date
 University Consultant	Apr. 21.15. Date

Please submit the completed signed original report to Field Experiences, TH423, Faculty of Education, the University of Lethbridge, and provide signed copies for the Student Teacher and for the University Consultant.