

Faculty of Education
PROFESSIONAL SEMESTER TWO SUMMATIVE REPORT

Student Teacher: Carly Hoar School: J. T. Foster

Grades/Subjects Taught: 7-10 Physical education

Teacher Associate: Brent Gammie University Consultant: Karie Baldry

Dates of Practicum: March 7 – April 22, 2016

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.

| Planning and Preparation | Not Meeting Expectations | Meeting Expectations | | Exceeding Expectations |
|--|---------------------------------|-----------------------------|---|-------------------------------|
| 1. Demonstrates knowledge and skills in the subject matter of lessons including his/her subject major. | | | | x |
| 2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans. | | | x | |
| 3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught. | | | x | |
| 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. | | | x | |
| 5. Organizes content into appropriate components and sequences for instruction. | | | | x |
| 6. Plans appropriate content and activities for the time allotted. | | | | x |
| 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. | | | | x |
| 8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan. | | | | x |
| 9. Integrates information and communications technology into instruction in subject major and other subjects, where appropriate. | | x | | |
| 10. Obtains and organizes equipment and materials for instruction. | | | x | |

Comments:

Carly has been well prepared for all lessons and units. Her diligent effort in planning and preparation has carried over into lesson delivery. She will also deviate from her plan when necessary to make improvements throughout her lessons.

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.

| Communication | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|--|---------------------------------|-----------------------------|-------------------------------|
| 1. Uses clear, fluent, and grammatically correct spoken and written language. | | X | |
| 2. Uses vocabulary appropriate to students' age, background and interests. | | X | |
| 3. Modulates his/her voice for audibility and expression. | | X | |
| 4. Demonstrates cultural sensitivity in communication and instruction. | | X | |
| Lesson Introduction | | | |
| 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. | | | X |
| General Lesson Development | | | |
| 6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. | | | X |
| 7. Presents content in appropriately organized sequences for instruction. | | X | |
| 8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. | | X | |
| 9. Demonstrates subject matter competence during instruction. | | X | |
| 10. Organizes and directs learning for individuals, small groups, and whole classes. | | X | |
| 11. Provides clear directions, instructions, and explanations. | | | X |
| 12. Directs efficient transitions between lessons and from one activity to the next. | | X | |
| 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). | | X | |
| 14. Uses a broad range of instructional strategies specific to subject major. | | | X |
| 15. Uses appropriate materials and resources. | | X | |
| 16. Demonstrates flexibility and adaptability. | | | X |
| Questioning and Discussion | | | |
| 17. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. | | X | |
| 18. Provides appropriate "wait-time" after posing questions. | | X | |
| 19. Seeks clarification and elaboration of student responses, where appropriate. | | X | |
| 20. Leads and directs student participation in class discussion effectively and distributes questions appropriately. | | | X |
| Focus on Student Learning | | | |
| 21. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. | | | X |
| 22. Recognizes and responds appropriately to individual differences and group learning needs. | | X | |
| 23. Reinforces student learning, building on previous learning, reviewing, and re-teaching. | | X | |
| Closure | | | |
| 24. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications. | | | X |

| | | | | | |
|--|--|--|--|---|--|
| 25. Provides homework when appropriate and explains assignments fully. | | | | x | |
|--|--|--|--|---|--|

Comments:

There will almost always be students sitting out of PE classes for legitimate reasons. Continue to work on deriving a list of activities which students can complete.

In Particular the Sr. Students enjoyed your warm up and introduction activities.

Quality closures were done well leading students to 'next activities' and assessing cognitive and psychomotor from the days lesson.

Demonstrates flexibility and adaptability numerous times throughout practicum in an ever changing school day.

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.

| Classroom Leadership | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|---|---------------------------------|-----------------------------|-------------------------------|
| 1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence. | | | x |
| 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. | | x | |
| 3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours. | | | x |
| 4. Establishes positive relationships and a classroom climate based on mutual trust and respect. | | | x |
| Classroom Management | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| 5. Clearly defines and reinforces classroom procedures and routines. | | | x |
| 6. Clearly communicates and reinforces expectations for appropriate student behaviour. | | | x |
| 7. Monitors student behaviour and is aware of student behaviour at all times. | | x | |
| 8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. | | x | |

Comments:

Carly is a strong leader in a gymnasium. Her previous experience and maturity enables her to manage a classroom effectively.

4. ASSESSMENT

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

| Assessment | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|--|---------------------------------|-----------------------------|-------------------------------|
| 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). | | | x |
| 2. Checks frequently for understanding. | | x | |

| | | | | | |
|----|--|--|---|---|---|
| 3. | Provides timely and effective feedback on learning to students. | | | x | |
| 4. | Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required). | | x | | |
| 5. | Analyzes and evaluates measurement data to assess student learning. | | | | |
| 6. | Explains to students how learning will be measured. | | | x | |
| 7. | Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively). | | | | x |

Comments:

Numerous assessment strategies have been used throughout practicum in an effort to meet the needs of all learners. This is particularly evident in assessing the gymnastics dance unit. Carly understands the importance of keeping accurate records in Physical Education.

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.*

| Professionalism | | Unacceptable | Acceptable |
|----------------------------|--|---------------------|-------------------|
| 1. | Presents a professional appearance and manner. | | x |
| 2. | Fulfills professional obligations (i.e., punctuality, routine administrative duties). | | x |
| 3. | Demonstrates maturity and professional judgment. | | x |
| 4. | Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession. | | x |
| 5. | Establishes professional relationships with the educational community and wider community (where appropriate). | | x |
| Professional Growth | | | |
| 6. | Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses, and makes appropriate suggestions for improvements. | | x |
| 7. | Uses the results of student assessment and feedback to improve teaching practices and guide professional growth. | | x |
| 8. | Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions. | | x |
| 9. | Develops and communicates a personal vision of teaching. | | x |
| 10. | Develops a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals. | | x |
| 11. | Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation. | | x |
| 12. | Applies the knowledge, skills and attributes for interim certification appropriately. | | x |
| Ethical Conduct | | | |
| 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. | | x |
| 14. | Treats students with dignity and respect and is considerate of their circumstances. | | x |
| 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. | | x |

| | | |
|---|--|---|
| 16. Does not undermine the confidence of students in teachers or other student teachers. | | x |
| 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. | | x |
| 18. Acts in a manner that maintains the honour and dignity of the profession. | | x |
| 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. | | x |

Comments (Professional Attributes and Responsibilities):

Carly has consistently demonstrated professionalism, growth and ethical conduct throughout her practicum. Her eagerness to ask questions and implement changes had aided in her teaching practice.

SUMMARY:

Areas for further growth:

Continue to set high expectations for students as you proceed through your teaching career. Follow through with consequences as needed and continue to try new practices.

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

Carly's desire to be a strong teacher is among her greatest aspects. Asking questions and implementing suggestions has assisted her in this process. She has been a very strong PSII student and I have enjoyed working with her. She will be great addition to the teaching profession.

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




Date



Teacher Associate

April 20, 2016

Date



University Consultant

APRIL 20, 2016

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.