



## Faculty of Education PROFESSIONAL SEMESTER ONE SUMMATIVE REPORT

Student Teacher: Taylor McKechnie \_\_\_\_\_ School: Senator Buchanan \_\_\_\_\_  
 Grades/Subjects Taught: Grade 2 Generalist \_\_\_\_\_ Teacher Associate: Patti Caven \_\_\_\_\_  
 University Consultant: Corey Makoloski \_\_\_\_\_ Dates of Practicum: Nov. - Dec. 2015 \_\_\_\_\_

**Instructions:**

- This is a summative report of the student teacher's performance at the end of the PSI practicum, based on expectations for that stage of teacher development.
- 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 PSI 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.
- Some outcomes may not be applicable to your particular educational situation. If you wish to indicate this, please put N/A in the middle of the rating scale.
- At the end of each section of the form, please provide comments in reference to the relevant KSAs and practicum outcomes.

### 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.

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Planning and Preparation</b>			
1. Demonstrates knowledge and skills in the subject matter of the lesson.		X	
2. Incorporates a variety of appropriate resources and instructional and assessment strategies into lesson planning.			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, interests, and backgrounds.			X
5. Organizes content into appropriate components and sequences for instruction.			X
6. Plans relevant content and activities sufficient 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 and student activities, and assessment of lesson objectives.			X
8. Integrates information and communications technology into instruction where appropriate.			X
9. Obtains and organizes equipment and materials for instruction.		X	

**Comments:** Taylor's lessons were well planned and incorporated a variety of teaching strategies to meet the needs of the diverse population in this class. She was mindful to connect learning experiences together with prior understandings, to plan for the "why" of the lesson and to keep students on track.

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Communication</b>			
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
<b>Lesson Introduction</b>			
4. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides an overview, and relates the lesson to previous learning as appropriate.			X
<b>General Lesson Development</b>			
5. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.		X	
6. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.		X	
7. Demonstrates subject matter competence during instruction.		X	
8. Organizes and directs learning for individuals, small groups, and whole classes.		X	
9. Provides clear directions, instructions and explanations.		X	
10. Directs efficient transitions between lessons and from one activity to the next during lessons.		X	
11. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs.			X
12. Uses appropriate materials and resources.		X	
13. Demonstrates flexibility and adaptability.			X
<b>Questioning and Discussion</b>			
14. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.		X	
15. Provides appropriate "wait-time" after posing questions.		X	
16. Seeks clarification and elaboration of student responses, where appropriate.		X	
17. Leads and directs student participation in class discussion effectively and distributes questions appropriately.		X	
<b>Focus on Student Learning</b>			
18. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.			X
19. Recognizes and responds appropriately to individual differences and group learning needs.		X	
20. Reinforces student learning, building on previous learning, reviewing, and re-teaching.		X	
<b>Closure</b>			
21. Achieves closure for each lesson, consolidating concepts through summaries, reviews, etc.		X	
22. Provides homework when appropriate and explains assignments fully.		X	

**Comments:** Taylor showed significant improvement in her lesson delivery. She incorporated many suggestions for gaining student attention, providing wait time, asking questions of varied cognitive levels and giving clear instructions for student activities. Taylor put effort into linking learning together from lesson to lesson, or day to day. She

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circulated around the room and worked with each and every student. She was very aware of who needed help and provided support as needed.

### 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.

	Nor Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Classroom Leadership</b>			
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.		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
<b>Classroom Management</b>			
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:

Taylor's classroom management strategies have grown over the last few weeks. She is consistent, fair and firm while also caring for the students in her care. She has learned to wait for all students' attention and uses many different methods to get and maintain student focus during her lessons. The students have grown to love and respect her very much.

### 4. ASSESSMENT

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

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Assessment</b>			
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessment).			X
2. Provides timely and effective feedback on learning to students.		X	
3. Modifies and adapts teaching based on assessment data (e.g., uses alternative teaching strategies to re-teach where required).			X
4. Explains to students how learning will be assessed.		X	
5. Maintains accurate records of student progress.		X	

**Comments:**

Taylor is extremely perceptive and is very aware of which students understand the outcomes of a lesson and which ones do not. She adapts and is flexible to work with students who are struggling. She thinks on her feet to meet the needs of the students. By moving around the room and checking in on student progress, she keeps herself on top of what is going on in the room. She offers assistance as needed. Taylor's verbal comments and journaling demonstrate her strength in observation and reflection.

## 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.

	Unacceptable	Acceptable
<b>Professionalism</b>		
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. Demonstrates an interest in and a commitment to the teaching profession.		X
5. Establishes professional relationships with the school community.		X
<b>Professional Growth</b>		
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. Demonstrates willingness to take "informed risks" to benefit student learning.		X
11. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		X
<b>Ethical Conduct</b>		
12. 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
13. Treats students with dignity and respect and is considerate of their circumstances.		X
14. Does not divulge information about a student received in confidence or in the course of professional duties except as required by law or where to do so is in the best interest of the student.		X
15. Does not undermine the confidence of students in teachers or other student teachers.		X
16. 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
17. Acts in a manner that maintains the honour and dignity of the profession.		X
18. 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:

Taylor has been at all times a professional in her practicum experience. She handled herself with grace and takes on the "air" of a teacher easily. Our school has a very diverse population with some significant needs. Taylor treated each and every child with respect and caring. She was extremely flexible and has the ability to "see a need, fill a need". She jumped right in whenever she noticed something that needed to be done and did it seamlessly.

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

Classroom management is an area that teachers continually struggle with, no matter how long they've been teaching. There will always be situations or students that pop up that are challenging. I would encourage Taylor to continue to fill her management toolkit with tricks of the trade that she finds work for her.

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

Taylor responds openly and quickly to feedback. She often sees the problem before her supervisors do and works to make it better all on her own. Taylor has grown in management techniques, providing wait time and asking questions that get the students thinking on a higher level. I am proud of her progress throughout this practicum. An area of particular strength for Taylor is her keen eye. She is extremely observant and reflective. This is a skill that is not easy to teach. I wish Taylor all the best on her continued journey to becoming a teacher. I would be happy to work with her as a colleague in the future!

**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.**

<u>McKechnie</u> Student Teacher	<u>Dec. 15 / 2015</u> Date
<u>Patti Cavan</u> Teacher Associate	<u>Dec. 15 / 15</u> Date
<u>G. Makowski</u> University Consultant	<u>Dec. 15, 2015</u> Date

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