

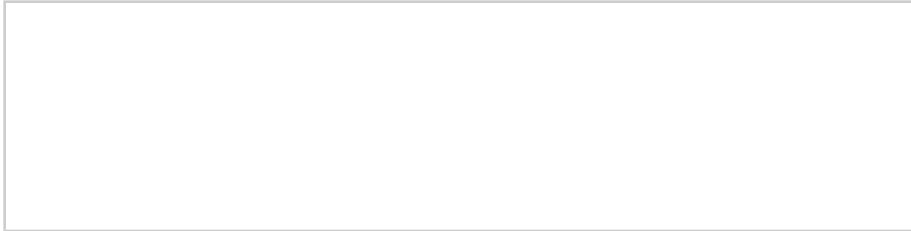


**Queen's University - B.Ed./Dip.Ed. Program
Summative Practicum Assessment**

Practicum Office
Faculty of Education
Queen's University, Kingston, ON

Candidate Name Rachel Armstrong School Glad Park Public School
Associate Teacher Erin Lynch Grade/Subject 3
Board YRDSB Date Completed 3/5/2021 Days Absent: 0
Overall Rating **Exceeds expectations** Practicum Dates: February 8-March 5, 2021

Document is valid and verified by the Practicum Office, Faculty of Education, Queen's University.



Professionalism

1. Initiative & dependability

Effectively assumes appropriate degree of responsibility for the classroom Exceeds expectations
Takes initiative to contribute to students' learning in many ways Exceeds expectations

2. Discretion & professional judgement

Uses appropriate professional judgement and discretion in relation to interactions with students Exceeds expectations
Demonstrates sound judgement in dealing with parents, peers and colleagues Exceeds expectations

3. Response to Mentorship

Invites and incorporates Associate Teacher feedback to improve teaching practices Exceeds expectations
Demonstrates progress towards achieving teaching and learning goals Exceeds expectations
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice Exceeds expectations

Comments, next steps

Rachel conducted herself with the utmost professionalism in her 4 week tenure with me. She responded to student needs, inquired and discussed school improvement plans with staff, attended staff and divisional meetings and was always available for feedback or discussions. Rachel arrived at school everyday over thirty minutes prior to the bell and stayed late as well. Rachel has proven she is responsible and professional in the time I have had to work with her.

Supporting a Community of Learners:

1. Promoting a safe and trusting learning community

Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students

Exceeds expectations

2. Promoting student independence

Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress toward expectations

Meets expectations

Comments, next steps

From the moment Rachel began in my class, she consistently made students feel safe and valued. She responded to students questions and answers with a "Thank you" every time and while observing, I could see students smiling and feeling heard when she was teaching. Throughout her time in the classroom, Rachel used the classroom rules and routines to keep the class consistent. She managed student behaviour very well and the more she observed students the more she was able to tailor her management strategies to specific children. Great job! Throughout her teaching, Rachel always included self-assessments for students to evaluate their learning. They were creative and age appropriate and provided her guidance in her planning.

Planning and Preparing

1. Use of curriculum documents

Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students

Exceeds expectations

Demonstrates sound knowledge of appropriate subject matter

Exceeds expectations

2. Sequencing of steps in a lesson or unit

Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning

Exceeds expectations

Plans for appropriate student involvement and follow-up activities

Exceeds expectations

3. Differentiation

Designs learning and assessment activities that are deliberately differentiated based on students' needs

Meets expectations

Demonstrates understanding of use of appropriate accommodations and modifications for individual students

Exceeds expectations

4. Resources

Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment

Exceeds expectations

Uses a range of resources to enhance the digital literacy skills of students

No opportunity to demonstrate

Comments, next steps

In terms of planning and preparing, Rachel was always ahead. She created a lesson plan for each lesson she taught in the first week and had them ready prior to teaching the lesson so we could conference and make adjustments as needed. Following that week she created a unit plan for each unit she was teaching (procedural writing, area and perimeter, music around the world and area and perimeter robot art) and had those ready and willing to adjust based on feedback prior to the initial start date. Her unit plans and lesson plans were thorough and well thought out. She received feedback with an open mind and adjusted accordingly. In terms of differentiation, Rachel did a great job ensuring that students with IEPs were modified and accommodated on their evaluations. As a next step, Rachel is encouraged to modify the amount of work students receive who are on IEPs or students who could use less questions to prove their knowledge and understanding.

Lesson Presentation

1. Instructional strategies Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices	Exceeds expectations
2. Lesson management Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners	Exceeds expectations
3. Awareness of classroom dynamics Adapts and modifies teaching and learning activities based on student responses Works to engage students both in the learning and with each other	Exceeds expectations Exceeds expectations
4. Appropriate and effective use of language Expresses ideas, directions and options clearly Models a standard for oral and written work	Exceeds expectations Exceeds expectations
5. Engaging all the learners Uses effective questioning Effectively uses strategies such as wait time and checking for understanding to engage all students in learning	Exceeds expectations Exceeds expectations

Comments, next steps

Rachel used many different instructional strategies throughout her 4 weeks, i.e., group work, manipulatives, hands on tasks, etc. to teach her lessons that meet the needs of the students. She used the curriculum documents and student prior knowledge to plan her lessons accordingly and adapted and modified where necessary. She was very clear in her lesson delivery and was sure to ask students if they had any questions. Rachel took students through the gradual release of responsibility in every unit and again, adjusted when needed. Her lessons were engaging and well structured to meet the needs of her students.

Assessment:

1. Assessment for learning Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing Helps students to use this information for next steps	Exceeds expectations Exceeds expectations
Assessment as learning Creates opportunities for student self-assessment to help students to identify their learning needs Helps students to create appropriate short-term curricular, personal or learning skill goals Makes judgements about achievement in fair, transparent and equitable ways	Exceeds expectations Exceeds expectations Exceeds expectations
Assessment of learning Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement Makes judgements about achievement in fair, transparent and equitable ways	Exceeds expectations Exceeds expectations

Comments, next steps

Rachel approaches assessment and evaluation with a keen desire to learn! She used tools like, exit tickets, Kahoot quizzes, quizzes, conferencing, timely feedback; both written and oral, tests, and formal rubrics. She also differentiated the rubrics to reflect students IEPs. She was thorough in her evaluation and asked for support in marking assessments. She was willing to learn every step of the way and did so with a smile on her face. Rachel made sure she outlined the success criteria and learning goals for the lessons so students were aware of their goals for the day. She made sure to follow up on those goals and check-in with students to ensure they were on the right track and modify as needed. Rachel's prior knowledge in assessment and evaluation has brought her to this moment of confidence but willingness to learn. Great job, Rachel.

Comments

Rachel was an absolute pleasure to host this past month. Her keen desire to learn and accept feedback is to be admired. She was fantastic with the kids through the transition of losing their teacher and then moving to a new class with a new teacher. She was respectful and kind and the kids loved her! She will be a great teacher one day and I wish her all the best!