



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 Remote Learning School
Associate Teacher [Redacted] Grade/Subject 6
Board ALCDSB Date Completed 11/20/2020 Days Absent: 0
Overall Rating Exceeds expectations Practicum Dates: October 26-November 20, 2020

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Professionalism

- 1. Initiative & dependability Exceeds expectations
Effectively assumes appropriate degree of responsibility for the classroom
Takes initiative to contribute to students' learning in many ways Exceeds expectations
2. Discretion & professional judgement Exceeds expectations
Uses appropriate professional judgement and discretion in relation to interactions with students
Demonstrates sound judgement in dealing with parents, peers and colleagues Meets expectations
3. Response to Mentorship Exceeds expectations
Invites and incorporates Associate Teacher feedback to improve teaching practices
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 Meets expectations

Comments, next steps

Rachel shows a great deal of professionalism and will make a wonderful contribution to whatever workspace she walks into. Her sense of duty was immediate and ongoing and in this new digital learning environment, she was quick to engage students in new ways. She has sound professional judgement, choosing her words, lessons and interactions carefully and thoughtfully. Although she didn't have much opportunity to deal with parents, her interactions with her peers and associates were constructive and collaborative. Rachel promptly adopted change based on feedback and took those suggestions a step further in improving her practice.

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

Rachel adapted well to this unique setting and was able to identify and manage some of the shortcomings within it. Some of the limitations around one-to-one talk and student conferencing in the teams platform our class was using meant that some instructional strategies and assessment strategies came with limitations as well, including how time consuming things might be in trying to engage students individually in each lesson. Rachel was able to monitor and provide feedback on progress using our OneNote digital notebooks and in class chats and created a safe and trusting space by making her presence known, felt and approachable.

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

Meets 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

Meets 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

Meets 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

Exceeds expectations

Comments, next steps

Rachel showed a natural sense for Universal Design and backward planning. Materials were seamless together, work pages were well laid out, sequenced, and all necessary materials were published and rechecked for synchronization and functionality prior to lesson's being delivered. Rachel had a direct and clear connections to the curriculum, as her lessons were all presented with clear learning goals and success criteria.

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	Meets 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	Meets 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	Meets expectations Exceeds expectations

Comments, next steps

Rachel quickly caught on and developed a number of lesson that conformed to our classrooms current PPT slide delivery strategy. Again, with the novelty of this education model as well as mandate in our board to avoid experimenting live with potentially conflicting platforms, this continuity in strategies was her best approach. Rachel paced her lessons and work load appropriately and quickly become aware of class dynamics, as well as some of the limitations in providing effective and timely feedback, for example when the lag time between ongoing work and feedback was too long to wait on. She used clear and direct language, engage all learners and mastered the art of the wait time :P Great work!

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	Meets expectations Meets 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 Meets expectations Meets 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 Meets expectations

Comments, next steps

As today was Rachel's due date for a few summative pieces, much of my observations on her assessment practices are ongoing. From what I have seen Rachel is fair, concise, transparent and equitable in the way she approaches assessment for our learners. Her focus on learning is evident in the time she spends on assessment as learning strategies and she continues to grow quickly as she learns about the tools and limitations in this remote/digital learning environment.

Comments

Rachel was a welcome part of our class who will be missed. She bring a rich and engaging style and strong sense of professionalism and an open and active mind not only for teaching but for learning. Great work and I hope we get to work together in the future!