



University of Lethbridge, Faculty of Education
PROFESSIONAL SEMESTER TWO
Summative Report

*** Please TYPE (including comments) DIRECTLY onto this form. Submit a SIGNED, DOUBLE SIDED original.**

Student Teacher:	Ashley Hoisington	School:	Ralph McCall School
Grade/Subjects Taught:	Grade 2 and 3 classes (shared practicum)		
Teacher Associate:	Nancy Cole / Michelle Bechthold	University Consultant:	Joanne Biegun
Dates of Practicum:	March 2 - 16, 2020		

Instructions:

- This is a summative report of the student teacher's performance at the **end of the PS II practicum**, based on expectations for that stage of teacher development (EDUC 3600).
- For each practicum outcome below select the student teacher's level of performance: either *Not Meeting Expectations* for the PS II 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 select level of performance.
- Some outcomes may not be applicable to your particular educational situation. Leave the space blank.
- At the end of each section of the form, please provide comments in reference to the relevant teaching competencies and practicum indicators.

1. PLANNING AND PREPARATION (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
Planning and Preparation			
1. Demonstrates knowledge and skills in the subject matter of the lessons including his/her subject major. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (1, 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Organizes content into appropriate components and sequences for instruction. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Plans appropriate content and activities for the time allotted. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Integrates digital technology and resources into instruction in subject major and other subjects, where appropriate. (2, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Obtains and organizes equipment and materials for instruction. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

One of Miss Hoisington's aspects to her teaching is in her planning. She seems to be in constant 'on-mode' and is aware of what is ready for her lesson and what she still needs to prepare beforehand. Both her unit and lesson plans are well detailed and thought out. She is resourceful in finding video and photo resources that enhance her lesson objectives. Although Miss Hoisington has a direction for her unit, she remains flexible to changes that may be necessary as new student needs present themselves. She is open to incorporating new ideas such as unfamiliar technology or thinking strategies to engage students more. Miss Hoisington tends to overplan and is learning to pare down her objectives in each lesson and, subsequently, create a series of connected lessons from her original set of goals.

2. INSTRUCTION (TQS #1, #3, #4, #5)

	Not Meeting Expectations	Meeting Expectations		Exceeding Expectations
Communication				
1. Uses clear, fluent, and grammatically correct spoken and written language. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Uses vocabulary appropriate to students' age, background and interests. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Modulates his/her voice for audibility and expression. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates cultural sensitivity in communication and instruction. (1, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General Lesson Development				
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. (3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Presents content in appropriately organized sequences for instruction. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates subject matter competence during instruction. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Organizes and directs learning for individuals, small groups, and whole classes. (3, 4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides clear directions, instructions and explanations. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Directs efficient transitions between lessons and from one activity to the next. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including student IPP goals/objectives).(3,4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Uses a broad range of instructional strategies specific to subject major. (3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Uses appropriate materials and resources for teaching. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. When appropriate, uses resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit. (5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Demonstrates flexibility and adaptability. (1, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Questioning and Discussion				
18. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Provides appropriate "wait-time" after posing questions. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Seeks clarification and elaboration of student responses, where appropriate. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21. Leads and directs student participation in class discussion effectively and distributes questions appropriately. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Focus on Student Learning				
22. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. Recognizes and responds appropriately to individual differences and group learning needs. (1, 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24. Reinforces student learning, building on previous learning, reviewing, and re-teaching. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Closure				
25. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Provides homework when appropriate and explains assignments fully. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

In this practicum, explicitly in my class, Miss Hoisington was able to teach five Language Arts lessons from her Fractured Fairytales unit. She mentioned that she gained valuable insight into her teaching style while placed in a Grade 2 classroom, which was a noticeable difference to her last practicum in a Grade 6 class. To add to the practicum challenge, this class is a STEAM-drive environment where inquiry, collaboration, communication, creativity, and a high level of hands-on engagement are expected in every activity. Miss Hoisington was learning to instruct in such a way that the students' curiosity and questions drive the lesson, while still keeping focused on her learning objectives. With each lesson, she was learning to 'get off the stage' and alter the ratio of time between direct teaching to active student engagement. She explored how she can pose strong questions to her students to encourage student self-inquiry instead of giving them the answers. Miss Hoisington was always enthusiastic, positive and cheerful in her lessons. When she read stories, the students were captivated by her change in voice, pace and expression. She was working on transitioning and timing in her lessons when the practicum was interrupted.

3. CLASSROOM LEADERSHIP AND MANAGEMENT (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
Classroom Leadership					
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence. (1, 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.(1,3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Establishes positive relationships and a classroom climate based on mutual trust and respect. (1, 2, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom Management					
5. Clearly defines and reinforces classroom procedures and routines. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clearly communicates and reinforces expectations for appropriate student behaviour. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Monitors student behaviour and is aware of student behaviour at all times. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					
<p>Miss Hoisington was beginning to experiment with different classroom management strategies that best suited her teaching style (e.g., ‘shout outs’ instead of clapping rhythms). She was working on using a firm teacher voice and enforcing expectations to address blurting out, chattiness, and loudness. Her natural cheerful personality drew many students to her. It was evident that she respected each student and was getting to know each unique personality.</p>					

4. ASSESSMENT (TQS #3, #4)

	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
Assessment					
1. Assesses student learning, formatively and summatively, using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, checking daily work, performance-based and written assessments, quizzes, tests). (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Checks frequently for understanding. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides timely and effective feedback on learning to students. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required). (3, 4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Analyzes and evaluates measurement data to assess student learning. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Explains to students how learning will be measured. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively).(3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					
<p>In her short 2 weeks with us, Miss Hoisington had only touched on assessment strategies. We generally discussed what would be an acceptable piece of either formative or summative assessment in each lesson. She was very observant of what the students were doing and was looking at their work to review their learning needs. However, we didn't get a chance to dialogue in-depth about strong assessment practices. This work will need to be explored further in her next practicum.</p>					

5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES (TQS #1, #2, #4, #6)

	Unacceptable	Acceptable
Professionalism		
1. Presents a professional appearance and manner. (1, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties). (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Demonstrates maturity and professional judgment. (1, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.(5, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Establishes professional relationships with the educational community and wider community (where appropriate). (1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Growth		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements. (2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth. (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions. (2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develops and communicates a personal vision of teaching. (4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals. (2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation. (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Applies the teaching competencies for interim certification appropriately. (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (4, 5, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Treats students with dignity and respect and is considerate of their circumstances. (4, 5, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Does not undermine the confidence of students in teachers or other student teachers. (1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (1, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. Acts in a manner that maintains the honour and dignity of the profession. (1, 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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. (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Miss Hoisington demonstrates the highest respect and regard to this profession. She displays integrity and a solid work ethic.

SUMMARY

Additional comments next page →

Areas for further growth:

Miss Hoisington's goals are:

1. Instruction
 - a. Work to increase more student engagement time and less direct teaching time.
 - b. Develop questioning techniques to encourage greater inquiry where students take ownership and direction of their own learning.
 - c. Explore the 'correct' amount of time for a intro, body, and conclusion and then manage transitions between them.
2. Classroom management
 - a. Find your teacher voice – How does firmness sound and look like when building relationships with your students? How can you use volume changes in your voice to your benefit?
 - b. Explore and evaluate different classroom management strategies and programs (e.g., Brain Gym) to manage student volume and activity level.

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

Miss Hoisington's strongest aspects:

1. Planning – She is a detailed oriented person and can set a direction for learning in a month long unit. However, she can also adapt easily and make changes to her plans when necessary. Her individual lessons are similarly detailed and show great thought.
2. Reflection – She is self – aware of what she doesn't know and will ask questions while planning her lessons. Throughout a lesson, she is constantly monitoring student needs and lesson flow, and thus make immediate decisions either allowing for more exploration time or pushing forward to the next activity.
3. Positive attitude – She is a cheerful, charming, hardworking person.

Miss Hoisington is beginning to develop a strong foundation in becoming an excellent, effective educator. Her passion and enthusiasm are clear; She is meant to be a teacher! Should Miss Hoisington wish to continue her learning in our STEAM class in future practicums, I would happily welcome her back with no hesitation. I wish her the best in her educational journey.

RECOMMENDATION

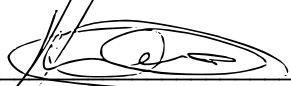
PASS

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.



Signature: Student Teacher

Mrs. Nancy Cole

Signature: Teacher Associate

Joanne Biegun

Signature: University Consultant

March 25, 2020

Date

March 23, 2020

Date

March 24, 2020

Date

The UC **submits the completed & signed original report** to U of L, Faculty of Education, Field Experiences. **Provide signed copies** for the Student Teacher, the University Consultant and the Teacher Associate.

ADDITIONAL COMMENTS

Planning and Preparation:

Ms. Hoisington is able to use her understanding of curricular outcomes to design learning experiences organized around essential questions and core concepts. She is attentive to providing opportunities for students to collaborate with each other and is beginning to consider opportunities for students to surface their own questions as they engage in more hands-on inquiry-based, problem solving learning. She is attentive to planning for varying student needs, but does need to continue to work on differentiation, not only for remediation, but for enrichment and extension.

Classroom Leadership and Management:

She was becoming increasingly proactive, anticipating possible behavioural problems or issues, and considering how to address those. For example, she was working on making her instructions for activities, as well as expectations for appropriate student behaviour, clearer.

Assessment:

One thing for her to consider in future is expanding the role students will play in gathering and selecting assessment data to show their areas of success and areas for growth, with opportunities for students to help establish criteria, as well as engage in self and peer assessment.

Professional Attributes and Responsibilities:

Her goals and her reflections on her lesson strengths and weaknesses show her concern for improvement of her practice. She welcomed feedback and was able to integrate suggestions promptly.

Her professional portfolio for this practicum does need development at this time.

J. Biegun