

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

Student Teacher:	Austin Davenport	School:	Ecole St.Mary
Grade/Subjects Taught:	Math, Science and PE 6	Teacher Associate:	Selena Frizzley
University Consultant:	Danny Balderson	Dates of Practicum:	November 16-December 16

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 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. Leave the space blank.
- 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
Planning and Preparation			
1. Demonstrates knowledge and skills in the subject matter of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Incorporates a variety of appropriate resources and instructional and assessment strategies into lesson planning.	<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Takes into account students' prior learning, learning needs, interests, and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Organizes content into appropriate components and sequences for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Plans relevant content and activities sufficient for the time allotted.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 and student activities, and assessment of lesson objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Integrates information and communications technology into instruction where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Obtains and organizes equipment and materials for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Austin put in the effort and took the time needed to prepare lessons in advance. As a result, Austin was able to help students with the concepts that were being delivered. Austin was always very prepared for each lesson and always mastered the content of each and every lesson. Austin always took the time needed to prepare extra for the students who seemed to excel or those who needed extra help.

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.

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

COMMENTS:

Austin used many different techniques to deliver his lessons (example: smart board, whiteboard, computer, group activity, engaged student learning practices). Austin has an exceptional ability in determining the nature of each class and student. He used this ability to alter each class to best suit and encourage the learning environment for each individual student.

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.

	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.	<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.	<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Establishes positive relationships and a classroom climate based on mutual trust and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom Management			
5. Clearly defines and reinforces classroom procedures and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Clearly communicates and reinforces expectations for appropriate student behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Monitors student behaviour and is aware of student behaviour at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Austin was able to adapt the appropriate language for the specific level he was teaching. Non-verbally, Austin exceeded expectations. His non-verbal presence helped many of his lessons to run smoothly (gestures, expression, eye contact, movement). Austin always administered rules consistently and fairly. He handled classroom routines with ease and was able to create and maintain a positive learning environment.

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
Assessment			
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessment).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Provides timely and effective feedback on learning to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Modifies and adapts teaching based on assessment data (e.g., uses alternative teaching strategies to re-teach where required).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Explains to students how learning will be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Maintains accurate records of student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Austin has a great ability in determining the adequacy of learners' prior knowledge and skills. Austin used a number of informal techniques in assessing the evaluation of the student, from one on one questioning to observations and conversations.

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
Professionalism		
1. Presents a professional appearance and manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Demonstrates maturity and professional judgment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Demonstrates an interest in and a commitment to the teaching profession.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Establishes professional relationships with the school community.	<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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develops and communicates a personal vision of teaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Demonstrates willingness to take "informed risks" to benefit student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical Conduct		
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Treats students with dignity and respect and is considerate of their circumstances.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Does not undermine the confidence of students in teachers or other student teachers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Acts in a manner that maintains the honour and dignity of the profession.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Austin walked into this round already aware of the teacher's role and the responsibilities of the teacher. He always demonstrated preparedness and assumed responsibility with ease. He continued to evaluate his performance, learning from each and every lesson improving on his strengths and evaluating his weaknesses.

SUMMARY

Areas for further growth:

Austin faced learning opportunities throughout his PSI to improve his teaching practice. With more time and practice the timing of his lesson and closing will become stronger. He is already on the way to becoming a confident, prepared, innovated and well-rounded teacher.

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

From day one, Austin took the initiative to make sure he was involved in any extra curricular activities. He volunteered his time to help where he could and helped weekly with the Leadership Club. He also was actively involved in all activities occurring in the school from intramural activities, staff events, decorating the school for Christmas, to supervising students and providing after school snacks for students in need. Austin demonstrated a very broad knowledge providing him with the ability to enhance each and every lesson. He always put in the extra effort needed to learn and master the subject area before hand. For Austin, the student always came first. The students very much appreciated all the help that was provided. Austin is on the way to becoming an exceptional educator.

RECOMMENDATION

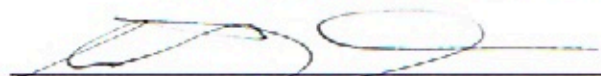
PASS

FAIL

INCOMPLETE *

**If an Incomplete grade is recommended, please attach a signed document providing reasons and recommendations for additional practicum experience.*

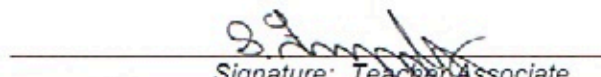
Note: The Teacher Associate is responsible for completing this document, in consultation with the Student Teacher and the University Consultant.



Signature: Student Teacher

Dec. 16, 2015

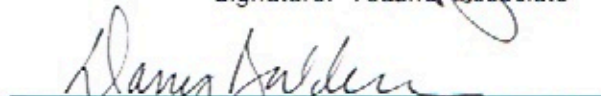
Date



Signature: Teacher Associate

Dec 16, 2015

Date



Signature: University Consultant

Dec 16 / 2015

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.