



Faculty of Education

PROFESSIONAL SEMESTER TWO SUMMATIVE REPORT

Student Teacher: AUSTIN DAVENPORT School: LETHBRIDGE COLLEGIATE INSTITUTE
 Grades/Subjects Taught: PE 9, Health 9, Sports Performance 15/25, PE 20/30
 Teacher Associate: CORY GILLESPIE University Consultant: WAYNE ALEXANDER
 Dates of Practicum: March 7 – April 22, 2016

Instructions:

- This is a summative report of the student teacher’s performance at the end of the PSII practicum, based on expectations for that stage of teacher development (ED 3600).
- 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 PSII 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.
- At the end of each section, please provide comments in reference to the relevant KSAs and practicum outcomes.

THE STUDENT TEACHER:

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.*

Planning and Preparation	Not Meeting Expectations	Meeting Expectations		Exceeding Expectations
1. Demonstrates knowledge and skills in the subject matter of lessons including his/her subject major.			X	
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans.			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 (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background.			X	
5. Organizes content into appropriate components and sequences for instruction.				X
6. Plans appropriate content and activities 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, learning activities, and assessment of lesson objectives.				X
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan.				X
9. Integrates information and communications technology into instruction in subject major and other subjects, where appropriate.			X	

10. Obtains and organizes equipment and materials for instruction.					X
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Comments:

-Austin is always planned and prepared for his lessons. He has extensive unit plans and lesson plans that take into account multiple learning styles, levels of student physical literacy and skill development. The outcomes he is choosing to target in each lesson are clearly identified and the methods chosen to assess them are straightforward and effective.

-Austin always has block unit plans that break his lessons down into smaller chunks so that he can see where he is and where he wants go with a glance.

-Early in his practicum Austin learned how important it is, to not only plan, but to prepare the physical space for class time. Knowing the inner workings of the space (lights, equipment rooms, court set up, etc.) are important and help lessons go smoothly.

-Cory Gillespie (TA)

I have been impressed with Austin's preparation and details when it comes to his lesson and unit plans. He usually checks the equipment out ahead of time to make sure that everything is ready to go. To his credit, Austin has taken time to train the students to help with the setting up and taking down of equipment. His lesson plans are meticulous and he always breaks his lessons down to user friendly chunks of time, knowledge and skills.

-W. Alexander (UC)

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.

Communication	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
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
4. Demonstrates cultural sensitivity in communication and instruction.		X	
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.			X
General Lesson Development			
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.		X	
7. Presents content in appropriately organized sequences for instruction.			X
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.			X
9. Demonstrates subject matter competence during instruction.			X
10. Organizes and directs learning for individuals, small groups, and whole classes.		X	
11. Provides clear directions, instructions, and explanations.			X
12. Directs efficient transitions between lessons and from one activity to the next.		X	
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including goals/objectives of student IPPs).			X
14. Uses a broad range of instructional strategies specific to subject major.		X	
15. Uses appropriate materials and resources.		X	
16. Demonstrates flexibility and adaptability.		X	

Questioning and Discussion					
17. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.					X
18. Provides appropriate "wait-time" after posing questions.					X
19. Seeks clarification and elaboration of student responses, where appropriate.					X
20. Leads and directs student participation in class discussion effectively and distributes questions appropriately.					X
Focus on Student Learning					
21. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.					X
22. Recognizes and responds appropriately to individual differences and group learning needs.				X	
23. Reinforces student learning, building on previous learning, reviewing, and re-teaching.				X	
Closure					
24. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications.				X	
25. Provides homework when appropriate and explains assignments fully.				X	

Comments:

- Austin does an excellent job of instruction. He is thorough and ensures all students receive instruction in a differentiated manner and in ways that allow them to be successful as individuals.
- Austin is a great leader of discussion and an exceptional lecturer. He is able to take student responses and create further and in depth dialogue that is beyond the level of proficiency seen in most student teachers.
- Austin ensures that he is well versed and practiced in the material he is teaching which makes for smooth lessons. It also allows him to project confidence that the students recognize and respect. -Cory Gillespie (TA)

I have had the privilege of observing Austin in a number of different environments: Gym, Sports Performance Centre, Classroom and even at the Canadian Martial Arts Centre. In all of these environments, Austin is comfortable and his competence serves him well in his instructional delivery of the subject matter. His instructions are clear and easy to understand, as is his voice. One of the observations I have made is that he is willing to critique each lesson in order to make it better in the future. This is a sign of a mature and confident PSII student. -W. Alexander (UC)

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.*

Classroom Leadership	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
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, attending to student variables such as age, gender, socio-economic status and cultural/linguistic background.		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
Classroom Management			

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:

Austin has had the opportunity to experience and experiment with numerous management and leadership strategies. At the outset of his practicum he was encouraged to explore these in order to begin formulating his own philosophy of teaching and his own ideas of what is effective management and leadership. He has had some stumbles on the way as a result, but never fallen down. All he has done is strengthen his abilities and refine what works for him during the process. Austin has a great base management skill set and only needs more experience to continue refining and improving this area.
-Cory Gillespie (TA)

There is no doubt who is in charge in Austin's classes. His classes start with him actively involved in greeting students as they arrive and that warmth permeates throughout the class. If a student strays, his most effective methods of bringing them back, is simply to pause. He has also learned that his proximity to an unfocused student can do wonders and help them to listen without having to stop his teaching. Austin has excellent control of his classes.
-W. Alexander (UC)

4. ASSESSMENT

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

Assessment	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conferences, questioning, checking daily work performance-based and written assessments, quizzes, tests).				X	
2. Checks frequently for understanding.				X	
3. Provides timely and effective feedback on learning to students.				X	
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required).				X	
5. Analyzes and evaluates measurement data to assess student learning.				X	
6. Explains to students how learning will be measured.				X	
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively).					X

Comments:

-Austin continuously is assessing his students and his teaching. He is invested in improving students in all areas from curricular to non-curricular. In terms of curriculum, Austin follows his curriculum and looks at interesting, creative and fun ways to engage students. During that engagement he is constantly evaluating and providing feedback to help them improve and be the most successful they can. He follows district and department evaluation guidelines, keeps his marks up to date and communicates with homer when needed. In terms of non-curricular assessment, Austin evaluates the hidden curriculum of life and helps students to improve their personage and the community of the school. He is able assess when a situation is not black and white and find solutions that work for the "Grey area" student. Austin is constantly assessing his own teaching and reflecting on his lessons and his craft. He recognizes areas that need improvement and works hard to bring those areas of his abilities up.

-Cory Gillespie (TA)

Austin has spent a considerable amount of time discussing the assessment process used at Lethbridge Collegiate Institute with Cory Gillespie (TA). He mainly followed the assessment mechanism that was in place, but he did develop some rubrics on his own for assessing student progress. -W. Alexander (UC)

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.*

<i>Professionalism</i>	Unacceptable	Acceptable
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. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.		X
5. Establishes professional relationships with the educational community and wider community (where appropriate).		X
<i>Professional Growth</i>		
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. Develops a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		X
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation.		X
12. Applies the knowledge, skills and attributes for interim certification appropriately.		X
<i>Ethical Conduct</i>		
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.		X
14. Treats students with dignity and respect and is considerate of their circumstances.		X
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.		X
16. Does not undermine the confidence of students in teachers or other student teachers.		X
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.		X
18. Acts in a manner that maintains the honour and dignity of the profession.		X
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.		X

Comments (Professional Attributes and Responsibilities):

Austin is a consummate professional. He shows up early to work and stays late. He works hard to prepare lessons and has taken on extra responsibilities. He is involved in co-curricular programming through our school badminton program and also assists students in the fitness both during his prep time and after school.

Austin fits into the staff at school well and is cooperative within his department and the school community. He is a pleasure to work with. He takes constructive feedback well and works hard to implement the suggestions.

-Cory Gillespie (TA)

Austin has handled himself with professionalism throughout his PSII practicum. He has strong people skills and he has developed a number of friendships with the staff. I have found him to be cordial and not only willing to listen to constructive criticism, but to actually implement suggestions given to him.

-W. Alexander (UC)

SUMMARY:

Areas for further growth:

Austin's main area of future growth is experience. Austin has done an exceptional job and is ready for the world of teaching. The areas he will need to grow the most in our those provided by practicums and provide you real life experiences that you need to be able to adapt, problem solve and overcome. He has all of the basic tools needed. If I were to be extremely picky, I would say that Austin still needs to invest time in the inner workings of the equipment and spaces he is going to be teaching in, as they vary from school to school. However, this is by no means an area he is weak in, just an area that he will improve on over time ☺

-Cory Gillespie (TA)

Austin has been very fortunate that he was placed at Lethbridge Collegiate Institute with Cory Gillespie (TA). Upon his arrival, a system was already in place and Cory had already established classroom management, expectations and viable assessment package. Although Austin has thrived in his PSII placement, having his own environment to set up at the beginning of a school year, could be his most challenging endeavor.

-W. Alexander (UC)

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

Austin is strong in all areas of his teaching practice. His greatest strengths lie in his organization and preparation, but they do not overshadow his ability to relate to youth. Austin truly cares about the students he teaches and the people he works with. He has great character, morals and values that project themselves into his classroom. As a result students are drawn to him and want to work hard for him.

-Cory Gillespie (TA)

Austin is not a typical PSII student. His maturity and confidence far exceeds that of most PSII students. Prior to going into the teaching field, Austin had achieved a BSc (Kin) degree and worked in the Health and Wellness field (Alberta Health Services/Lethbridge College Be Fit for Life Centre/Strength and Conditioning Coach with University of Lethbridge Men's Hockey Team). Having these work related experiences prior to entering his education training has certainly served him well. He knows what his strengths are and what he has to offer his students. I have been so impressed with his positive demeanor in all teaching environments: Gym, Sports Performance Centre, Classroom, and Canadian Marital Arts Centre. He is well planned and as a result, his classes always run smoothly. The attributes that best exemplify who he is, are that he loves sports, and he is a people person. These two qualities, along with his attention to preparation, ensure that his career in the education field will be a long and successful one.

-W. Alexander (UC)

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.]

AUSTIN DAVENPORT


Student Teacher

April 22, 2016
Date

CORY GILLESPIE


Teacher Associate

April 22, 2016
Date

WAYNE ALEXANDER


University Consultant

April 22, 2016
Date

