

☐ EDUC 3010 Practicum I – Midterm  
☒ EDUC 3010 Practicum I – Final

<b>Student Teacher:</b>	<b><u>Danika Resch</u></b>	<b>School:</b>	<b><u>Medicine Hat Christian School</u></b>
<b>Grades/Subject Taught:</b>	<b><u>Grade 6 Math and Social Studies</u></b>	<b>Mentor Teacher:</b>	<b><u>Jessilyn Swanson</u></b>
<b>Faculty Supervisor:</b>	<b><u>Lorelei Boschman</u></b>	<b>Date:</b>	<b><u>December 14, 2016</u></b>

If an outcome has not been evident or the student teacher has not had an opportunity to demonstrate it, the mentor teacher is asked to identify this as not applicable (N/A).

PLANNING FOR LEARNING Student Teachers are expected to demonstrate consistently that they understand:		Not applicable		Meeting Expectations			Demonstrating a Standard of Excellence
				Beginning	Developing	Proficient	
a. contextual variables affect teaching and learning. c. the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. d. the subject disciplines they teach. f. the purposes of short, medium and long term range planning.						X	
1. Uses programs of study to set learning goals						X	
2. Analyzes resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences						X	
3. Translates outcomes into coherent short, medium and long range plans						X	
4. Demonstrates understanding of pedagogies appropriate to the discipline						X	
5. Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences						X	
6. Develops activities and assignments that are clearly aligned with learning goals, require deep thinking and support student engagement and choice						X	
7. Plans for multiple paths to learning for individuals and groups of learners					X		
	<b>Comments</b> Danika has a strong sense of the importance of planning ahead for learning. She has shown that she is able to take specific and general outcomes from the Programs of Study and translate them into concrete lessons and learning experiences for her students. She made excellent use of resources provided for her (textbooks, teacher guides, existing lessons/units) and used them as a foundation for the units that she planned and implemented. She is innovative in the types of learning experiences that she crafts.						

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<p>incorporating cooperative learning, various learning styles, Bloom's Taxonomy, and Teaching for Transformation strategies.</p> <p>Prior to the implementation of her two planned units, she shared them with me and asked for feedback. All student resources that she created and needed to have printed were sent to the District Print Center prior to starting her units- showing an excellent grasp of time management and foresight. Along the way, as she discovered that some of her lessons/activities took less time than anticipated. This gave her the opportunity to plan additional learning experiences, based on student interests and identified areas for enrichment.</p> <p>In her math unit on Angles and Polygons, Danika had planned that each day, students would do their "Math with Others" portion in a dry-erasable book full of full practice activities. The students flew through this booklet and were finished by the end of the second class. When this happened, Danika went home and came up with an extremely fun and engaging Math City project to replace the booklet time. Students were asked to apply their knowledge of angles into the creation of a city on a large sheet of paper, with a partner. Clearly defined criteria were given to the students and it became the favorite part of math class each day. I was impressed with her ability to roll with the punches and create something new that was tailored to specific student interests.</p> <p>In her social studies unit, Danika realized part way through her unit that she had missed a specific outcome from the Program of Studies. She immediately set to work to create a Jigsaw activity that would cover this outcome and engage the students in a cooperative learning activity. In a situation where she could have panicked and chosen to leave the outcome for me to cover later in the year, she took ownership for her oversight, planned an excellent learning experience, and reorganized her plans to accommodate the new lesson.</p> <p>I have been extremely impressed with Danika's willingness to reflect, learn and grow through the past five weeks. She has shown an eagerness to learn and that she is coachable and teachable. It would be my pleasure to teach on the same staff as her some day in the future.</p>
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<b>FACILITATING LEARNING</b> <b>Student Teachers are expected to demonstrate consistently that they understand:</b> <ul style="list-style-type: none"> <li>e. all students can learn, albeit at different rates and in different ways.</li> <li>i. there are many approaches to teaching and learning.</li> <li>j. the functions of traditional and electronic teaching/learning technologies.</li> <li>k. the purpose of student assessment.</li> <li>m. student learning is enhanced through the use of home and community resources.</li> </ul>		Not applicable	Not Yet Meeting Expectations	Meeting Expectations			Demonstrating a Standard of Excellence
				Beginning	Developing	Proficient	
1.	Uses a variety of teaching strategies to engage learners in rich learning experiences					X	
2.	Incorporates the appropriate use of digital technologies					X	
3.	Communicates and monitors high and achievable expectations in student-friendly language					X	
4.	Scaffolds student understanding including knowledge, skills, and strategies					X	
5.	Provides clear explanations with rich language and examples					X	
6.	Analyzes and responds to student misconceptions					X	
7.	Engages in discussions and inquiry that invite high level thinking and engagement of all students					X	
8.	Paces lessons appropriately for all students including time for reflection and closure					X	
<b>Comments</b> <p>Danika is not afraid to try new strategies and implement new technologies. When she came into my classroom, she had no experience working in a one-to-one environment (Chromebooks) or with the Google Classroom platform. She is a quick study! Immediately she set to work learning how to use Google Classroom and finding ways to steer away from paper use and toward the use of Chromebooks. I was impressed with her willingness to change her plans in order to incorporate the various technologies that were already being used in the classroom.</p> <p>In her math unit, she chose to split the class of sixteen students into two groups of eight. She wanted to see how student engagement would be affected in a smaller, more intimate environment. This was extremely successful, especially in combatting some of the students' tendencies to be easily distracted. She would teach the mini-lesson for the day to the first group while the second group was</p>							

	<p>working on their Math Cities. After 20 minutes, she would have the groups switch. She often reflected that the second group would get a "better lesson" simply because she had rehearsed once and was teaching the material for a second time. Because of this, she would ensure that she alternated which group would get the teacher-directed mini-lesson first each day.</p>
	<p>Throughout the course of the practicum experience, Danika improved immensely in the way she presented instructions and criteria for assignments, projects and activities. She has become very effective in communicating her expectations to her students using multiple forms- on the board, in their assignment instructions and verbally.</p>

ASSESSING LEARNING Student Teachers are expected to demonstrate consistently that they understand: k. the purposes of student assessment and how to assess the range of learning objectives by selecting and developing a variety of techniques and instruments.		Not applicable	Not Yet Meeting Expectations	Meeting Expectations			Demonstrating a Standard of Excellence
				Beginning	Developing	Proficient	
1.	Uses assessments to identify learner needs and adjusts instruction to include varied ways of addressing misunderstandings					X	
2.	Creates multiple and varied assessment tools that align with outcomes				X		
3.	Develops learner understanding of learning goals and achievement expectations to promote self-monitoring				X		
4.	Provides specific, timely, constructive feedback to help students monitor their own learning					X	
5.	Reflects on assessment data with students, parents and colleagues				X		
<b>Comments</b> <p>Danika has shown evidence that she is able to assess student learning formatively and use the data to inform further planning. She has also provided timely, fast feedback to students in order to guide them along in their learning.</p> <p>In her math unit, Danika planned various activities and assignments to complement the lessons that she taught. She thoughtfully considered which would be used formatively and which would be used summatively- and made it very clear to students which were to be used for each. Marking was done immediately following each deadline and she provided concrete feedback for students in a timely manner (same or next day). Because she marked assignments so quickly for her students, she was able to diagnose any learning gaps quickly and adjust her lessons for the next day accordingly.</p> <p>In social studies, Danika created excellent rubrics for each assignment she gave to her students. Each outcome from the Program of Studies was explicitly outlined and written in student-friendly "I can" statements. Students were given the opportunity to assess themselves during the process of working on their assignments as well as prior to handing them in for summative assessment. She consistently redirected students to check the rubric and criteria lists, ensuring that there were no surprises for students when it came time to hand in their assignments.</p>							

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<b>CREATING A LEARNING ENVIRONMENT</b> Student Teachers are expected to demonstrate consistently that they understand: g. students' need for physical, social, cultural and psychological security. h. the importance of respecting students' human dignity.		Not applicable	Not Yet Meeting Expectations	Meeting Expectations			Demonstrating a Standard of Excellence
				Beginning	Developing	Proficient	
1.	Makes reasoned and fair decisions in response to contextual variables (e.g., gender, SES, culture)					X	
2.	Plans a classroom environment that is physically, socially, culturally and psychologically secure					X	
3.	Creates and manages effective classroom routines and procedures to ensure positive student behavior				X		
4.	Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence					X	
<b>Comments</b> Danika was born to teach. She interacts with students with ease and builds relationships quickly. Students like her and want to learn from her. She consistently implements management strategies that are being used by the mentor teacher, as well, in order to learn, develop her own management toolkit, and provide continuity for students in the classroom.  Throughout the course of the practicum, Danika became more confident in her authority in the classroom. As she became more confident, her classroom management improved. It was suggested by her Faculty Supervisor that she work to use different language with her students than calling them "guys" all the time. She took the advice and worked to change her language to include vocabulary such as "ladies and gentlemen" or "grade 6". This showed how coachable and eager Danika is. She consistently seeks to improve her practice and gain new skills.  Danika made her expectations for behavior clear to her students. There were specific times when she would stop a student who was contributing to a class discussion in order to remind another student or students to choose to be respectful to their classmate. She is consistent with these expectations and enforces them in a firm but kind manner. She creates an environment in the classroom that is safe and caring.							

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ASSUMING PROFESSIONAL RESPONSIBILITIES AND ESTABLISHING PROFESSIONAL RELATIONSHIPS						
Student Teachers are expected to demonstrate consistently that they understand:						
<div><div>b. the structure of the Alberta education system.</div><div>l. the importance of engaging parents, purposefully and meaningful, in all aspects of teaching and learning.</div><div>n. the importance of contributing, independently and collegially, to the quality of their school.</div><div>o. the importance of career-long learning.</div><div>p. the importance of guiding their actions with a personal, overall visions of the purpose of teaching.</div></div>						
	Not applicable	Not Yet Meeting Expectations	Meeting Expectations			Demonstrating a Standard of Excellence
			Beginning	Developing	Proficient	
1. Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor					X	
2. Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)					X	
3. Collaborates with teachers, parents, learners, and community members				X		
4. Engages with colleagues in professional learning					X	
5. Establishes professional and ethical relationships					X	
6. Demonstrates deep thinking by connecting theory to practice during professional reflection, lesson critiques					X	
<div><div>Comments</div><div>Danika fits easily into the staff of our school. She has the ability to gauge her surroundings and engage in professional conversations. During Parent/Teacher Interviews, she represented herself, the school, and her Education Faculty very well in her interactions and reflections with parents.</div><div>In our daily conversations and reflections, she showed strong evidence of deep thought- connecting theory to practice and extending to ideas for improvement.</div></div>						

### MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

#### Strengths/ Professional Learning Achieved:

Danika is a fast learner who has a strong desire to grow and improve her teaching practice. She has learned a lot about classroom management strategies (consistently reflects on management strategies that she sees being used in the classroom) and has implemented them well. I have also seen her plan and teach effective lessons as well as assign rich, effective assignments and projects.

She has shown that she believes every child can learn and succeed- often asking for advice to help students who seem to be falling behind or who do not understand a concept. There have been times when various students have missed school/lessons and she has shown the ability to work with these students to catch up. She also has shown an understanding of the contextual variables that affect teaching and learning- showing compassion and problem solving in order to help students who need extra attention.

Danika's lesson planning and implementation shows evidence of knowledge of the Programs of Study. She has created rubrics with explicit connections to curricular outcomes and used them to assess student work both formatively and summatively. She has embraced the use of Google Classroom (a technology tool she previously did not know how to use) and continues to seek out other relevant tech tools in order to enhance instruction and student engagement/learning.

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### Suggestions/ Areas for Growth:

As Danika progresses past this practicum experience and into her final few semesters of University, it will be key to continue developing her skills in assessment and differentiation.

In the area of Assessment, it will be important to develop skills in exam creation and delve deeper into rubric creation. Danika did excellent work around these elements of assessment, however, more time and experience would be very beneficial. It will make her more confident and able to provide the best feedback for students.

Another area for growth would be differentiation- both in lesson delivery and assignments. Of course, when given more time with students it is easier to assess where students are and to create leveled assignments/lessons. This would be an excellent skill to develop as she continues through her Education program. It will help her to become even more effective in instruction and assessment.

### STUDENT TEACHER RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

As a future teacher I am well aware that there is always room to develop. I do not think that I will ever be at a "Standard of Excellence" in any category simply because there will always be more to learn in every single aspect of my teaching practice. Keeping this in mind, I think that Jessilyn has assessed me fairly in all of the above categories. I feel as though I am strong in most of the categories, but that I can also improve in each one.

Jessilyn noted that I need to work on my assessment strategies, which I completely agree. I do not think that I have enough knowledge to give the best assessments. Our assessment class is coming up next semester and I am confident that I will learn about more beneficial and meaningful assessment strategies.


Another area that Jessilyn noticed that I could use growth in is differentiated instruction. I believe that I do need to consider giving worksheets and projects that are specifically for students with different learning abilities. I did not do much of that this semester, but I will definitely research ways to approach it so I am able to implement differentiated instruction in my final practicum.


I have learned so much in this practicum thanks to Jessilyn. She has been an amazing mentor and I fully believe that she has made me a significantly better teacher than when I walked into her grade 6 classroom 5 weeks ago. I am blessed and thankful to have been placed with such an inspiring teacher.


### EDUC 3010 Practicum I - Final Evaluation

Credit ☒

No Credit ☐

  
Student Teacher Signature  
Dec. 14 / 16  
Date

  
Mentor Teacher Signature  
December 14 / 16  
Date

  
Faculty Supervisor Signature  
Dec 15 / 16  
Date