

## Block B Summative Evaluation (Classroom Practicum)

Teacher Candidate: **Shi, Lisha**

Faculty Advisor: **Lauren Hill**

Subject/Grade: **Grade 4/5**

Associate Teacher: **Mark, Erika**

Evaluation Date: **May 5, 2022**

School: **Kaawaate East City PS (KPRDSB)**

### Guidelines for Assessment of the Competencies:

#### Not Yet Meeting Expectations

Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.

#### Meeting Expectations

Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.

#### Surpassing Expectations

Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations

### Meeting Block B Expectations in Planning and Preparation

Plans individual lessons with limited support from AT				<b>X</b>
Generates effective unit plans with some support from AT				<b>X</b>
Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools				<b>X</b>
Incorporates learning goals and success criteria into planning				<b>X</b>
Incorporates feedback from AT into lesson revisions and/or planning future lessons				<b>X</b>

### Meeting Block B Expectations in Implementation

Articulates lesson expectations effectively; gives clear instructions			<b>X</b>	
Paces lessons effectively; lessons flow well and are coherent for students			<b>X</b>	
Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance				<b>X</b>
Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations				<b>X</b>

N/A	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations

### Meeting Block B Expectations in Classroom Management:

Establishes positive rapport and fosters a respectful classroom environment				<b>X</b>
Maintains attention of the students with limited intervention support from AT			<b>X</b>	
Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks				<b>X</b>

### Meeting Block B Expectations in Assessment and Evaluation

Tracks and monitors student progress using the AT's strategies and tools				<b>X</b>
Makes observations of students to inform instruction				<b>X</b>
Uses a variety of assessment and evaluation strategies			<b>X</b>	
Begins to apply principles of assessment for, as and of learning			<b>X</b>	

### Meeting Block B Expectations in Diversity and Inclusion

Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners			<b>X</b>	
Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies				<b>X</b>

### Meeting Block B Expectations in Professional Communication

Communicates clearly and in a manner that facilitates effective learning			<b>X</b>	
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### Meeting Block B Expectations in Professionalism

Demonstrates ongoing commitment and dedication to teaching				<b>X</b>
Demonstrates initiative				<b>X</b>
Responds positively to and incorporates suggestions and feedback				<b>X</b>

### Overall Block B Result

			<b>X</b>
(If "Not Meeting Expectations is indicated here, this indicates the Teacher Candidate has been unsuccessful on this Practicum.)			

**Comments: Areas of Strength**

Lisha developed a good rapport with the students during the five weeks that she was at Kaawaate East City Public School. She quickly displayed excellent initiative and fully immersed herself in the classroom and school community. Lisha planned several lessons for Mathematics (Coding) and Social Studies that met the curriculum for both grades 4 and 5 that incorporated different learning styles and techniques. She also planned and conducted a few Visual Arts, Physical Education, and Drama lessons, supervised students during morning entry and dismissal, supervised five classes during Nutrition Break duties with other staff on duty, attended Ukulele Club and the Young Women in Action Club, attended the staff meeting and Professional Activity day, and even joined a press conference with the media to introduce the new NDP candidate for the riding of Peterborough-Kawartha. Lisha was very energetic and eager to practice and refine her teaching skills, asked a lot of questions, and used the feedback given to improve her lessons which helped to make activities go more smoothly. Her lesson strings on Google Slides were very clear, well thought out, and visually pleasing incorporating short video clips of related content at appropriate times. Lisha circulated throughout the class during independent work time to document how students were doing, make anecdotal notes, and offer assistance as needed.

**Comments: Next Steps**

Lisha's next steps are to continue to develop and practice strategies to assist with classroom management. Establishing clear routines, and expectations and set norms with the students early on will help them understand what's expected of them is recommended. For example, after Lisha created an anchor chart with the students about what they should look and sound like when she is giving a lesson made a big difference in their behaviour. Lisha is also encouraged to be careful of her pacing of lessons to teach all of the expectations that a teacher is required to teach the class. Speaking more slowly and providing clear, simple directions both orally and in writing for students to reference will help students understand what is expected of them. Lisha is encouraged to continue learning about different types of assessment and evaluation strategies and putting them into practice and modify activities for students with an Individual Education Plan.