

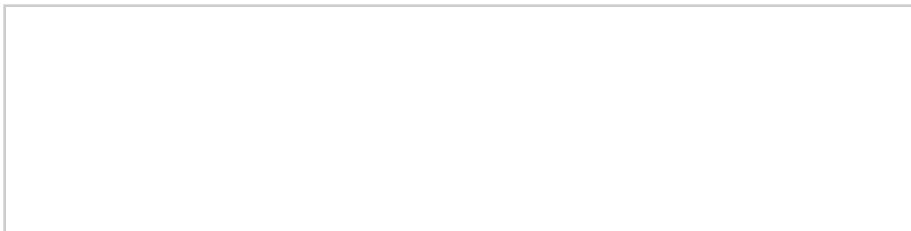


**Queen's University - B.Ed./Dip.Ed. Program
Summative Practicum Assessment**

Practicum Office
Faculty of Education
Queen's University, Kingston, ON

Candidate Name	Lindsay Laronde	School	Phoebe Gilman P.S.
Associate Teacher	David Grant	Grade/Subject	6 - Homeroom
Board	YRDSB	Date Completed	3/8/2019
Overall Rating	Exceeds expectations	Days Absent:	0
		Practicum Dates:	February 11-March 8, 2019

Document is valid and verified by the Practicum Office, Faculty of Education, Queen's University.



Professionalism

1. Initiative & dependability

Effectively assumes appropriate degree of responsibility for the classroom

Exceeds expectations

Takes initiative to contribute to students' learning in many ways

Exceeds expectations

2. Discretion & professional judgement

Uses appropriate professional judgement and discretion in relation to interactions with students

Exceeds expectations

Demonstrates sound judgement in dealing with parents, peers and colleagues

Exceeds expectations

3. Response to Mentorship

Invites and incorporates Associate Teacher feedback to improve teaching practices

Exceeds expectations

Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice

Exceeds expectations

Demonstrates progress towards achieving teaching and learning goals

Exceeds expectations

Comments, next steps

Lindsay has consistently shown initiative in this practicum placement. She was eager to teach, gathered resources quickly and planned her units thoroughly. She showed a high level of responsibility. Throughout this placement we had to deal with snow days, p.a. days, workshops and training that often interrupted the structure of the class. She did an incredible job being flexible in these circumstances. One of the more impressive attributes of Lindsay is her ability to adapt her lessons to her learners, by coming up with creative and engaging lessons that they will enjoy. When we had our PLC meetings and planning, she was quick to provide assistance, come up with an assessment strategy and was respected by the teaching staff. She should continue to self-reflect on her teaching and look for ways to inform her teaching practice.

Supporting a Community of Learners:

1. Promoting a safe and trusting learning community

Exceeds expectations

Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students

2. Promoting student independence

Exceeds expectations

Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress toward expectations

Comments, next steps

The classroom that Lindsay came into had a lot of student on I.E.P's, and have had a history of being difficult to manage behaviorally. Despite that, she was able to keep them under control. She refined her whole-class signals so that they would be quiet, and worked on skills such as wait time, and using open-ended questions. Her sense of humor, and wit got her through challenging moments. Many students noted they felt comfortable and safe seeking Lindsay's help with school work and were appreciative of that. She made her learning targets and expectations clear so that students could assess their learning.

Planning and Preparing

1. Use of curriculum documents

Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students

Exceeds expectations

Demonstrates sound knowledge of appropriate subject matter

Exceeds expectations

2. Sequencing of steps in a lesson or unit

Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning

Exceeds expectations

Plans for appropriate student involvement and follow-up activities

Exceeds expectations

3. Differentiation

Designs learning and assessment activities that are deliberately differentiated based on students' needs

Exceeds expectations

Demonstrates understanding of use of appropriate accommodations and modifications for individual students

Exceeds expectations

4. Resources

Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment

Exceeds expectations

Uses a range of resources to enhance the digital literacy skills of students

Exceeds expectations

Comments, next steps

Lindsay did an appropriate job using 'backwards by design' planning. Using this method she carefully scaffolded her lessons, and students noted they never felt they were left behind. She showed an excellent ability to assess for learning and to use her lessons, and assessment to guide future instruction. She was able to use student I.E.P's to modify their assessment, and is encouraged to learn more about these as she becomes a classroom teacher. She used a variety of digital tools such as Google docs, and forms to create digital tools students could observe and use themselves.

Lesson Presentation

1. Instructional strategies

Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices

Exceeds expectations

2. Lesson management

Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners

Exceeds expectations

3. Awareness of classroom dynamics

Adapts and modifies teaching and learning activities based on student responses

Exceeds expectations

Works to engage students both in the learning and with each other

Exceeds expectations

4. Appropriate and effective use of language

Expresses ideas, directions and options clearly

Exceeds expectations

Models a standard for oral and written work

Exceeds expectations

5. Engaging all the learners

Uses effective questioning

Exceeds expectations

Effectively uses strategies such as wait time and checking for understanding to engage all students in learning

Exceeds expectations

Comments, next steps

She quickly realized my class has better attention spans when given kinetic and strategy based tasks. Using this knowledge she was able to create a variety of activities that kept students engaged. Some of these included creating a grid across the floor of the portable, where students had to create polygons with themselves and transform around the classroom. She also used math games such as decimal golf, and war to keep students engaged. She used a variety of forms for students to use such as digital or hand-written. She was a great model of written work, modelling on occasions how to properly research material and put it into your own words. During our weekday prompts she steadily improved at asking questions, showing wait time, leading students and re-wording suggestions.

Assessment:

1. Assessment for learning

Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing

Exceeds expectations

Helps students to use this information for next steps

Exceeds expectations

Assessment as learning

Creates opportunities for student self-assessment to help students to identify their learning needs

Exceeds expectations

Helps students to create appropriate short-term curricular, personal or learning skill goals

Exceeds expectations

Makes judgements about achievement in fair, transparent and equitable ways

Exceeds expectations

Assessment of learning

Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement

Exceeds expectations

Makes judgements about achievement in fair, transparent and equitable ways

Exceeds expectations

Comments, next steps

Lindsay showed consistent growth on all levels of assessment as her placement wore on. She often posed questions during and after lessons where students could gauge their understanding, or compare their results with an answer. She used learning goals at the start of most lessons, so students were aware of what they were supposed to be learning and asked to do following the lesson. She used student input to help come up with success criteria for various tasks. Her assessment of learning for her transformational geometry unit was expertly crafted. It was an engaging activity, that perfectly blended the learning targets from the unit. Her rubric was easy for students and parents to observe next steps, and was organized effectively.

Comments

I am impressed with Lindsay's confidence, initiative and dedication to student learning well on this placement. She quickly built a strong rapport with the students and my colleagues. She will be missed by all. All of the students she encounters on her educational journey are lucky to have such an inspirational educator who is determined to use the best teaching practices. I would strongly recommend Lindsay for hire in any board she applies to in the future. Best of luck!