

# Summary Report of Student Teaching



Elementary       Middle Years       Secondary

Student Chelsey Harding \_\_\_\_\_  B.Ed. Pgm       PDP Pgm

Practicum Dates \_\_\_\_\_  5-wk       8-wk       12-wk

School District \_\_\_\_\_ School Bavarian International School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ University Supervisor Simon Walker \_\_\_\_\_

Mentor Teacher(s) Theresa Rutherford \_\_\_\_\_

***This list of topics for comment is suggested only.***

**Professional Qualities**

- Work Ethic / Initiative*
- Attitude / Commitment*
- Interpersonal Skills*
- Humour*
- Energy / Appearance*
- Professional Ethics*
- Reflectivity / Self-Evaluation*
- Collegiality / Teamwork*
- Parent Communication*
- Communication Skills*

**Planning**

- Curriculum Expectations*
- Content Knowledge*
- Overviews*
- Lesson Plans*
- Principles of Learning*
- Organization*
- Time Management*
- Diverse Learning Needs*

Description of school and context of teaching:

Chelsey's teaching practicum was at the Bavarian International School. The school has a population of around 800 students aged from 4-18. Chelsey has been teaching Grade 6 English and Grade 7 humanities classes. We are currently implementing the IB Middle Years Programme. All classes that she has been teaching include students from a number of different nationalities with a high number of students English language learners. Due to flights being cancelled Chelsey's practicum was shortened but she took the initiative to remain in school beyond the agreed date of departure. This not only showed commitment to taking her practicum seriously but also showed that she was committed to the learners and wanted to guide them through the culminating activity.

**Professional Qualities**

- Chelsey has consistently shown a high level of commitment throughout her practicum, she demonstrates a positive attitude towards the opportunities that have arisen.
- Chelsey has shown a desire to inquire about different teaching methods, reflect upon how and then to put these into practice, she has taken the time to complete professional reading and should aim to make this a habit. Although she had never used an interactive whiteboard before she took the opportunity to learn about and then use this learning and teaching tool in lessons.
- Working collaboratively with colleagues, this was a consistent feature and was evident when she worked with our EAL teacher to consider how best to meet the needs of some students. Chelsey understands that everyone has the right to learn and is considerate of the needs of different students.
- She was able to consistently communicate effectively with students and colleagues. There was not the opportunity for her to communicate with parents regarding student progress although she did take the opportunity to meet some parents at a school cultural event.

**Planning**

- Chelsey prepared for teaching our students by reading curriculum documentation (including the humanities and language A IB MYP guides) that was sent beforehand, reading the necessary text and preparing an overview of her teaching for the duration of practicum. She showed flexibility and a desire to meet the needs of students by adapting this plan once she had a better understanding of the context of our school.
- Chelsey attended our after school staff meetings which gave her greater understanding of our expectations for planning and provided her with an opportunity to collaborate with colleagues in relation to planning.
- Lesson plans were completed in advance and in detail.
- Handouts and resources required for particular lessons were also prepared in advance of lessons.
- Completed some research on subject specific content in preparation for particular units.
- Always arrived to school in time for the day ahead and often worked after hours to reflect upon lessons and plan ahead.
- Chelsey planned and thought about the questions that she would ask students during lessons

<p><b>Management Skills</b></p> <p><i>Class Tone</i>  <i>Rapport with Students</i>  <i>Teaching Presence</i>  <i>Gaining Attention</i>  <i>Pupil Engagement</i>  <i>Transitions / Directions / Routines</i>  <i>Advance Preparation</i>  <i>Conflict Resolution</i></p> <p><b>Learning Activities: Instruction and Assessment</b></p> <p><i>Learning Objectives</i>  <i>Lesson Introduction</i>  <i>Development</i>  <i>Closure</i>  <i>Pacing</i>  <i>Presentation of Content</i>  <i>Resources / Strategies</i>  <i>Supervision Safety</i>  <i>Questioning Techniques</i>  <i>Record-keeping / Marking</i>  <i>Criteria / Assessment</i>  <i>Evaluation / Reporting</i></p> <p><b>The teaching practicum was:</b></p> <p><input checked="" type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p><b>Management</b></p> <ul style="list-style-type: none"> <li>• Through effective classroom management (tone of voice, talking to individual students when intervention was required and planning a variety of engaging activities in lessons) Chelsey developed an excellent rapport with our students, many will be very sad to see her leave!</li> <li>• In a very short period of time Chelsey learned and used all student names and established a relationship where students saw her as the teacher and responded in an appropriate way.</li> <li>• Applied a variety of different routines to gain student attention, the Indian breathing was very popular!</li> </ul> <p><b>Learning Activities: Instruction and Assessment</b></p> <ul style="list-style-type: none"> <li>• Learning objectives were developmentally appropriate and were communicated to the learners</li> <li>• Lessons always had a clear start which established a setting for effective learning</li> <li>• A variety of different learning and teaching strategies were used including mini-whiteboards, independent, paired and group work as well as whole class discussion</li> <li>• The pace of the lesson was appropriate and helped to ensure students were engaged throughout</li> <li>• Increased open questions were asked as the practicum continued and closed questions were used for appropriate activities</li> <li>• Expectations on what the teacher wanted from a piece of work were communicated to the learners</li> <li>• There were increasing opportunities for students to lead their own learning culminating in Grade 6 students running a number of different transition activities for Grade 5 students, this involved Chelsey working closely with different colleagues, ensuring coordination across the grade level and stepping back to provide students with the opportunity to inquire</li> <li>• As Chelsey arrived at a time when the examinations were due to take place she taught appropriate skills to students that assisted them in different subject exams</li> <li>• The learning space was well organized and safe at all times</li> <li>• Exit cards were used to check understanding and formative assessment strategies were applied to gain an understanding of prior knowledge</li> </ul>
	<p><b>Professional Goals</b></p> <ul style="list-style-type: none"> <li>• Continue to think about how to meet the needs of different learners in the classroom including EAL students and the more able (for the more able think of different tasks rather than more of the same)</li> <li>• Keep reflecting upon the big ideas of learning (you may enjoy reading 'Making learning whole' by David Perkins).</li> </ul>
<p>Date:</p> <p><u>June 3<sup>rd</sup> 2010</u></p>	<p>Received and discussed (This does not indicate agreement with the report)</p> <p>Student Teacher Chelsey Harding _____ University Supervisor Simon Walker _____  <i>signature</i> <i>signature</i></p> <p>Mentor Teacher(s) Theresa Rutherford _____  <i>signature</i> <i>signature</i></p>