



# Field Experience Evaluation Summary

Pre-service Teacher's Name: Erin Senathirajah		<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary
Academic Year: 2020 - 2021	<input checked="" type="checkbox"/> Term 1 (≈5 weeks) <input type="checkbox"/> Term 2 (≈6 weeks)	Faculty Advisor's Name: Owen Ferguson	
Associate Teacher's Name: Jackie Fitt		Grade(s): 10 & 11 & 12	Subject(s): English
School: Northumberland Regional High School		Other Information: First half of the practicum is in NS the second half is in Sweden.	

This report is an evaluation by the Faculty Advisor, in consultation with the Associate Teacher, based on the expectations for Year 1 or Year 2.

<b>A. Planning and Preparation</b>	<b>Satisfactory</b> <input checked="" type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/>
<b>Daily Planning</b> – Prepares daily lesson plans that incorporate provincial curricular outcomes and address pupils' needs; and logically and sequentially connects lesson plans with previous and future learning.	
<b>Long-term Planning</b> – Creates units of study that incorporate provincial curricular outcomes and address pupils' needs; includes a variety of instructional and assessment strategies, and materials; and logically and sequentially connects lesson ideas, concepts, and outcomes across a number of discrete lessons.	
<b>Assessment</b> – Uses formative and summative assessments, as appropriate, to support instruction on an ongoing basis; and through a variety of assessment practices, develops a comprehensive understanding of pupils' strengths and needs.	
<b>Evaluating and Reporting</b> – Creates and maintains well organized and thorough records of attendance, assignments, grades, and academic and personal characteristics of students (as appropriate); accurately evaluates pupils' progress in relation to outcomes; and provides evaluation information to the cooperating teacher.	
<b>Accommodations and Modifications</b> – Plans for differentiated instruction to accommodate pupils' diverse learning needs, as appropriate, in consultation with the cooperating teacher.	
<b>Preparation</b> – Shows evidence of prior engagement with materials and equipment and how they will be used.	
<b>Professional Growth Awareness</b> – Sets appropriate professional targets for lessons based on previous experiences; and reflects upon lesson plans and follow-up.	
<b>Comments:</b>	
Erin consistently prepared dynamic and engaging lessons. She created an effective flow of content delivery, and assessment based on curriculum outcomes within her English program. For example, a daily lesson identified the targets (visually and orally), how the material was to be learned, and what assessments would be utilized to determine success in learning. Additionally, Erin had created a long-range plan for 4 weeks to guide the day-by-day instruction. All resources were provided to enable students to work on complicated concepts within English and Leadership Gr. 12. Concepts and relationships between these concepts were explained, demonstrated and investigated in the class to entice curiosity and understanding. Erin's mini lessons provided new content or techniques to enhance skill development. This two-dimensional learning enables students to meet outcomes as identified through indicators. Cooperative learning structures empowered her students to process new concepts as they developed. For example, in a grade 11 English class, students created their understanding of the	



attributes of a hero; excellent discuss followed to empower all students to participate and contribute as a member of the learning community.

## B. Learning Environment

Satisfactory ☒ Unsatisfactory ☐

**Commitment to Teaching** – Demonstrates enthusiasm for teaching; and seeks to improve personal teaching practice.

**Equity and Respect** – Demonstrates care for and interest in all pupils; sets learning goals for equity and respect (e.g., establish classroom norms, ground rules, or community code); and values the strengths and diversities of all learners (e.g., diverse cultures, learning styles, and multiple intelligences).

**Relationships** – Displays empathy; creates an environment that values all participants; and helps pupils understand one another and develop positive relationships.

**Classroom Environment** – Constructs a safe and positive classroom environment that provides an appropriate degree of autonomy; and allows for individual and collective (small and large groups) creativity in the generation of products.

**Language** – Makes appropriate choices in the use of written and oral language, vocabulary, spelling, and grammar; and models inclusive and respectful language.

**Motivation and Creativity** – Maintains an atmosphere that fosters pupils' interest and enthusiasm; demonstrates flexibility and variety in methods; and makes the connection between sound pedagogy and student behaviour.

**Community** – Enables maximum on-task engagement in learning through on-going community building.

**Management** – Displays fairness and consistency; handles challenges with tact and respect; uses a pro-active approach to classroom management; and establishes and/or maintains appropriate routines.

### Comments:

Erin's created a effective rapport with her students to build a strong learning community. The positive and engaging learning environment within the classroom enabled students to participate as well be challenged. Excellent student participation through their inquiry, insightful questions, elaborate answers, and collaborative exchanges of information. The classroom community utilized a wide variety of instructional methods - one-on-one instruction, group work or whole group. Generally, Erin started class with whole group then moved to small group instruction. During collaborative group work, she moved throughout the room concentrating on individual students, collecting formative assessment data, and generating curiosity for the content. Students were clearly motivated to learn and participate based on sound pedagogy utilized within her classes. An example would be the 'Hero' unit. Students participate in a communication workshop model to investigate attributes of a hero. Through the use of a coloured coded mind map, graphic organizers and didactic discussion, her classroom community enthusiastically to create their understanding of a hero. So welcoming to witness this level of participation.

## C. Engagement in Learning Through Teaching

Satisfactory ☒ Unsatisfactory ☐

**Knowledge of Subject Matter** – Demonstrates both breadth and depth; uses accurate content knowledge; addresses misconceptions; and has an enthusiasm that demonstrates the richness of the subject.

**Variety of Appropriate Methods** – Uses highly engaging activities that support pupils' needs whereby learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information; and demonstrates teacher and learner-centred approaches as appropriate.

**Variety of Materials** – Chooses materials that are pedagogically appropriate, accurate, culturally diverse, and appealing; and appropriately uses technologies that enhance learning.



**Pedagogical Content Knowledge** – Uses methods and materials that are pedagogically and theoretically appropriate, and consistent with current educational research, for the particular subject(s), concept(s), and context(s).

**Questioning** – Uses and encourages questioning that develops learning and promotes higher order thinking, while also striving to include all pupils.

**High Expectations** – Demonstrates high expectations for all pupils; enhances pupils' self-concept and identity; and demonstrates a belief that all pupils can be confident and successful learners.

**Strategic Learning Progression** – Implements a strategic process (e.g., learning cycle, scaffolding, gradual release of responsibility) whereby learning tasks are manageable, logical, and sequential, allowing time for processing and assimilating of new knowledge, skills, and attitudes.

**Equity and Diversity** – Supports an inclusive learning environment that affirms pupils' inherent right to dignity, security, and self-worth; recognizes and respects the diversity of pupils in schools and society through equitable and inclusive practices; and promotes anti-racist cross-cultural understanding and human rights education within the school system.

**Communication** – Models accurate, inclusive, articulate, and professional oral, written, visual, and kinesthetic language that is pedagogically appropriate.

#### Comments:

Erin consistently created engaging delivery of her lessons. For example, in the Leadership 12 class, her mini lecture utilized the whiteboard, LD projector, PowerPoint, Google Classroom, student based technology, video and multiple work spaces. The variety of the methods supported students as learners to actively engage in learning and constructing their own knowledge. She prepared materials, sorted these out ready for use in group work. No time was wasted setting up. She respected students' diversity through thorough planning and providing specific accommodations for students who encountered learning challenges. Some of her methods included structuring groups with particular group members, modifying support materials, maintaining a classroom structure of high expectation and working one-on-one with students challenged by content. Additionally, Erin's thorough content knowledge enabled her to anticipate which students would experience difficulties in learning, at which point she provided specific instruction based on the complicated concepts and particular student needs. Her routine presented English and Leadership content in an enjoyable and experimental manner. High expectations for all students occurred through effective feedback coaching student participation to meet class targets.

#### D. Professional Responsibilities

Satisfactory ☒ Unsatisfactory ☐

**Professionalism** – Shows awareness of and follows school, board, and university policies; demonstrates a high commitment to professional ethics; communicates with pupils, parents/guardians, and colleagues (e.g., cooperating teacher, faculty advisor, principal, other pre-service teachers) in a timely and professional manner.

**Collegiality** – Displays interpersonal skillfulness in building positive relationships with parents/guardians and colleagues; and communicates with colleagues about difficult issues in ways that keep conversation open and educative.

**Extracurricular** – Participates in experiences beyond the classroom; and shows initiative in supporting the advancement of the total school environment.

**Work Ethic** – Seeks out opportunities to assist individuals and offers, to the extent possible, to be a part of the team of educators at the school; shows awareness of the needs of the larger community; takes initiative in school-related matters within and beyond the classroom; spends appropriate time at school before and after the school day; and is available to pupils to support their learning.

**Reflective Practice** – Strives to improve practice through the use of Professional Growth Targets and other strategies to enhance professional learning; shows consistent evidence of oral, visual, and written reflection; and exhibits a developing teacher identity.

### Comments:

As a professional Erin worked collaboratively with her associate teacher, Jackie. They developed a bond generating a very effective learning team. Through this collegiality Erin demonstrated a skillful positive relationship exemplified in her communications with students, peers and school administration. All her files were up to date, class lists, grades, fire escape routes and so on. Erin met all challenges by applying considerable time to engage students and work with her professional learning community. She was supported by a Professional Learning Community as well as supporting the PLC in this challenging environment.

Erin sets reflective growth targets and strives to meet those to improve her teaching practice. Overall, Erin has a wonderful way with students, is a committed learner and loves the process of education to change individual lives and society as a whole.

### Recommendation

Based on the record of achievement demonstrated by this student in the professional practicum, it is recommended that the pre-service teacher:

☒ receive full credit for Education 471/472 or 481/482

(satisfactory in all four categories A.B.C.D.)

☐ not receive credit for Education 471/472 or 481/482

(unsatisfactory in at least one of the four categories A.B.C.D.)

### Sign-Off

**Please sign and date this form.** This form incorporates input from the Associate Teacher(s). Pre-service teachers who do not demonstrate competency in the desirable practices outlined in this form will not be successful in Field Experience. A serious deficiency in any one category will mean a lack of success in Field Experience.

  
Faculty Advisor Signature

December 12, 2022  
Date