



Faculty of Education

PROFESSIONAL SEMESTER ONE FORMATIVE ASSESSMENT FORM

Student Teacher: Matt Fosen School: Hill Spring

Grades/Subjects Taught: 7/5 Math 6 Sec. Teacher Associate: Nada Beazer

University Consultant: \_\_\_\_\_ Dates: 11 / 20 / 2014

**Instructions:**

- The purpose of this form is to provide the student teacher with **specific feedback** during the PSI Practicum (ED 3500).
- The teacher associate should complete this form **at regular intervals** during the practicum (e.g., every week or every other week).
- The student teacher retains the completed form for his/her records; it is **not** submitted to the Field Experience Office.
- To document the student teacher's growth over the practicum, place a **checkmark**, or **week 1**, **week 2**, etc., in the appropriate place in the checkbox. Please also provide some **written comments** on Strengths/Professional Learning Achieved and Suggestions/Areas for Growth on page 4 of the form.
- It is **not necessary** to place a checkmark next to **each outcome** every time the form is completed—teacher associates may wish to concentrate on the **3-5 most relevant and significant** strengths and areas for growth, depending on the situation.

**THE STUDENT TEACHER:**

**1. PLANNING AND PREPARATION (KSAs #1, 3, 6, 9, 13)**

<i>Planning and Preparation</i>	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Demonstrates knowledge and skills in the subject matter of the lesson.		x	✓
2. Incorporates a variety of appropriate resources, and instructional and assessment strategies into lesson planning.		x	✓
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught.			x
4. Takes into account students' prior learning, learning needs, interests, and backgrounds.			x
5. Organizes content into appropriate components and sequences for instruction.		x	✓
6. Plans relevant content and activities sufficient for the time allotted.		x	✓
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies and student activities, and assessment of lesson objectives.			x
8. Integrates information and communications technology into instruction where appropriate.			x
9. Obtains and organizes equipment and materials for instruction.			x

**2. INSTRUCTION (KSAs #4, 5, 9, 10)**

<i>Communication</i>	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Uses clear, fluent, and grammatically correct spoken and written language.		x	✓
2. Uses <b>vocabulary</b> appropriate to students' age, background and interests.	x		✓
3. Modulates his/her voice for audibility and expression.			x
<i>Lesson Introduction</i>			
4. <b>Establishes set:</b> reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides an overview, and relates the lesson to previous learning as appropriate.	x	✓	

<b>General Lesson Development</b>					
5.	Incorporates strategies for motivating students using relevant and interesting subject matter and activities.				x
6.	Explains and proceeds in <b>small steps</b> at an appropriate pace to suit the activity and student response.	x	✓		
7.	Demonstrates subject matter competence during instruction.		x	✓	
8.	Organizes and directs learning for individuals, small groups, and whole classes.		x	✓	
9.	Provides <b>clear directions</b> , instructions and explanations.	x		✓	
10.	Directs efficient transitions between lessons and from one activity to the next during lessons.		x		
11.	Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs.		x		
12.	Uses appropriate materials and resources.				x
13.	Demonstrates flexibility and adaptability.				x
<b>Questioning and Discussion</b>					
14.	Asks clearly phrased, well-sequenced <b>questions</b> at a variety of <b>cognitive levels</b> .	x	✓		
15.	Provides appropriate <b>"wait-time"</b> after posing questions.	x	✓		
16.	Seeks clarification and elaboration of student responses, where appropriate.		x		
17.	Leads and directs student participation in class discussion effectively and distributes questions appropriately.				x
<b>Focus on Student Learning</b>					
18.	Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.				x
19.	Recognizes and responds appropriately to individual differences and group learning needs.				x
20.	Reinforces student learning, building on previous learning, reviewing, and re-teaching.		x	✓	
<b>Closure</b>					
21.	Achieves <b>closure for lessons</b> , consolidating ideas or concepts through summaries, reviews, etc..	x		✓	
22.	Provides homework when appropriate and explains assignments fully.		n/a		

### 3. CLASSROOM LEADERSHIP AND MANAGEMENT (KSAs #7, 8)

<b>Classroom Leadership</b>		Nor Meeting Expectations	Meeting Expectations	Exceeding Expectations
1.	Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence.			x
2.	Creates and maintains an effective learning environment, setting high expectations and standards for student learning.			x
3.	Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.			x
4.	Establishes positive relationships and a classroom climate based on mutual trust and respect.			x
<b>Classroom Management</b>				
5.	Clearly defines and reinforces classroom procedures and routines.		x	✓
6.	Clearly communicates and reinforces expectations for appropriate student behaviour.		x	✓
7.	Monitors student behaviour and is aware of student behaviour at all times.			x
8.	Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures.			x

#### 4. ASSESSMENT (KSA #11)

<b>Assessment</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessments).		x ✓	
2. Provides timely and effective feedback on learning to students.		x ✓	
3. Modifies and adapts teaching based on assessment data (e.g., employs alternative teaching strategies to re-teach where required).		x ✓	
4. Explains to students how learning will be assessed.		x ✓	
5. Maintains accurate records of student progress.		x ✓	

#### 5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES (KSAs #2, 15, 16)

<b>Professionalism</b>	<b>Unacceptable</b>	<b>Acceptable</b>
1. Presents a professional appearance and manner.		x
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties).		x
3. Demonstrates maturity and professional judgment.		x
4. Demonstrates an interest in and a commitment to the teaching profession.		x
5. Establishes professional relationships with the school community.		x
<b>Professional Growth</b>		
6. Accurately assesses and documents the effectiveness of lessons, identifying strengths and weaknesses and making appropriate suggestions for improvements.		x
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth.		x
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.		x
9. Develops and communicates a personal vision of teaching.		x
10. Demonstrates willingness to take "informed risks" to benefit student learning.		x
11. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		x
<b>Ethical Conduct</b>		
12. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.		x
13. Treats students with dignity and respect and is considerate of their circumstances.		x
14. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student.		x
15. Does not undermine the confidence of students in teachers or other student teachers.		x
16. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism.		x
17. Acts in a manner that maintains the honour and dignity of the profession.		x
18. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.		x

## FEEDBACK ON PROFESSIONAL GROWTH

### Strengths/ Professional Learning Achieved:

- willingness to learn quickly and adapt
- Willingness to receive feedback for improvement
- eagerness to implement feedback and new ideas

- strong, consistent discipline and classroom management.

### Suggestions/ Areas for Growth:

✓ time management

✓ stronger openings to class and reviews

-pace self-better; take more time. Silence is a good teacher.

- improved but

still needs more.

- Giving students more chance to self-assess.



Student Teacher: *Matt Fozew*

Level/Grade: *6/7*

Subject: *Science*

Date: *Nov 18/2014*

School: *Hill Spring*

Level of vocabulary - Do the students know  
what you are saying?  
ex: bias

Establishment of class rules -  
when I am talking you  
may not talk.

Words:

cluding

objective examples



Student Teacher: Matt Fosen

Level/Grade: 4/5 Math

Subject: Math.

Date: November 13, 2014

School: Hill Spring

Started class review while waiting for students to come in from fence - Good

Use of technology ✓

Listened to wait for student response.

Clear explanation of rules.

Knows all student names ✓.



Student Teacher: *Matt Fosen*

Level/Grade: *6*

Subject: *Science*

Date: *Dec 1 / 14.*

School: *HSS*

*appropriate vocabulary - Inference - Clear understanding*

*Establish set -*

*Small steps -*

*Clear directions -*

*Questions + wait time - Positive with answers that were not quite right.*

*Closure -*

*✓ 'I'm so glad you asked that' -  
Good discussion that held  
the students interest -*



Student Teacher: Matt Fosen

Level/Grade: 4/5

Subject: Math

Date: Nov. 27

School: HSS.

- Dealt with difficult student calmly and quietly without disrupting other students.
  - Presentations. Student to teach Mr. Fosen how to work with a variable in a simple equation.
- Swapping sides on equations ( $x \div$ ) is a little above their knowledge.
- Simple addition, subtraction could be okay.





Student Teacher: *Matt Fosen*

Level/Grade: *4/5*

Subject: *Math*

Date: *Nov 25*

School: *HSS*

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Vocab - @ age level

Establish set - ✓

Small steps -

Clear Directions - ✓

Questions + wait time - ✓

Closure -

Do not reward  
Christopher for  
crying \* Do  
as asked or  
sit out \* Jack  
to in the hall.

Good activity - lot of  
energy.