

**UNBC | SCHOOL OF EDUCATION**  
**Summative Report by Practice Evaluator Based on Coaching**  
**Teacher and Practice Evaluator Observations**

<b>EDUC</b> <b>490</b> <b>PE/CT</b>
---



Teacher Candidate: **Leyah Moss**

This report acknowledges the successful completion of the UNBC Education 490 “Formative” Practicum by Leyah Moss. This practicum involved teaching a half-time teaching load over four weeks from May 16 – June 10<sup>th</sup>, 2022. For our secondary teacher candidates, this involved teaching two courses for 15-19 days, two blocks a day, with additional time in schools spent observing, assisting or co-teaching with their coaching teacher, or in lesson preparation. In the two weeks prior to practicum, teacher candidates had some time to meet their coaching teacher and classes, and prepare unit and/or lesson plans for their assigned courses. The coaching teachers were responsible for informal observations and guided mentoring, and three formal observations. The practice evaluator conducted one or two informal observations and one formal observation for each teacher candidate.

In her practicum, Leyah taught a block of Humanities 8 and a block of Psychology 11/12 at Shas Ti/Kelly Road Secondary School in the class of her coaching teacher, Erin Barker. Shas Ti is located on the traditional territory of the Lheidli T’enneh and serves and features a diverse student body from suburban and rural neighbourhoods. The school building is new, and a recent name change has highlighted the need for Indigenous reconciliation throughout the school district. Shas Ti means path of the grizzly, and was named for a story of this area, and a traditional land use, passed on among the Lheidli T’enneh. Leyah began her planning for her two courses with concept mapping and ideation around big ideas and essential questions that would, in turn, provide relevance and engagement for students. For Humanities 8, the main focus of our observations, she designed a four week unit on the Renaissance and collaborated with two other teacher candidates who were also teaching the Renaissance in order to ensure that they were addressing competencies, creativity, and relevance.

Leyah’s coaching teacher gave her useful feedback on her lessons and provided mentoring throughout the practicum. Some of the strengths noted were Leyah’s diligence in learning names and building rapport, use of strategies to encourage students to share, her ability to design high quality lessons with purposeful activities that made good use of class time, and her contributions to school life. The coaching teacher offered reminders to insist on the class’ attention before proceeding with instruction, and provided good tips on classroom management – Leyah was receptive to all of these suggestions. Both the coaching teacher and I really appreciated that Leyah took time to embed current events into her lesson routine, and brought stories of relevance to students attention from local, provincial, national, and global sources.

(Each page of an evaluative report is to be signed by the Practice Evaluator, Coaching Teacher, and Teacher Candidate)

Report written by: Name of Practice Evaluator: <b>Glen Thielmann</b> Date: <b>June 21, 2022</b> Signature:	I have read this report: Name of Coaching Teacher: <b>Erin Barker</b> Date: <b>06/29/2022</b> Signature:	I have read this report: Name of Teacher Candidate: <b>Leyah Moss</b> Date: <b>06/29/2022</b> Signature:
---	---	---

**UNBC | SCHOOL OF EDUCATION**  
**Summative Report by Practice Evaluator Based on Coaching**  
**Teacher and Practice Evaluator Observations**

<b>EDUC</b> <b>490</b> <b>PE/CT</b>
---






Teacher Candidate: **Leyah Moss**

During my formal observation of Leyah’s lesson on Renaissance poetry and literature, I was able to see the fabulous planning that I’ve come to expect from Leyah – creative, attuned to the curriculum, and differentiated. Her activities, such as the “bag-o-sonnets,” were accessible and also possessed depth. We discussed making intentions clear, making regular connections between essential and/or guiding questions and the specific tasks that students were doing, and assessment. Leyah has set a goal to consider other ways for gathering formative data and returning feedback to students, as well as gathering summative data that can be used to inform progress reports and final standing in the courses she teaches. Leyah cherished the opportunity to build strong relationships in her practicum and to foster a sense of belonging in her classes.

Leyah addressed each of the nine BC Standards for Educators in her practicum. Some examples:

1. Leyah has made a connection and has provided safety to a student with a G designation who is experiencing significance challenges outside of school. She worked on building awareness of every student in the class so that none are left unseen, and tried to give each student a voice.
2. Leyah has managed difficult conversations with a student around disruptive and negative comments in class. She has set goals for getting better at this, and takes ethical conduct and creating a safe space in her classroom seriously.
3. Leyah has used accessible and varied learning materials to provide age-appropriate learning for her two classes (Grade 8s and 11/12s). Partly through her robust instructional design, and partly through her, she has built lessons that are productive and challenging without leave students behind.
4. Leyah has met with a teacher/parent of a student in her class, and been involved in the school community in a variety of ways. She attended Shas Ti valedictory ceremony as well as a play, helped with grad gown and yearbook handout, and helped with “flight of the grade 7s” onboarding evening.
5. Leyah has used formative assessment to provide written feedback on an assignment and is considering how she will use more summative assessment in order to contribute to progress reports and so on. She is working on finding a balance for the amount and nature of class activities such as note-taking. Leyah had well prepared lessons, activities, and assignments that were responsive to the time and place, and knew when to ask for help and when to be bold with a new strategy.

(Each page of an evaluative report is to be signed by the Practice Evaluator, Coaching Teacher, and Teacher Candidate)

Report written by: Name of Practice Evaluator: <b>Glen Thielmann</b> Date: <b>June 21, 2022</b> Signature: 	I have read this report: Name of Coaching Teacher: <b>Erin Barker</b> Date: <b>06/29/2022</b> Signature: 	I have read this report: Name of Teacher Candidate: <b>Leyah Moss</b> Date: <b>06/29/2022</b> Signature: 
---	---	---

**UNBC | SCHOOL OF EDUCATION**  
**Summative Report by Practice Evaluator Based on Coaching**  
**Teacher and Practice Evaluator Observations**

<b>EDUC</b> <b>490</b> <b>PE/CT</b>
---






Teacher Candidate: **Leyah Moss**

6. Leyah was very much up to speed on the subject matter for teaching the Renaissance in Humanities 8, and went beyond the available textbook to provide broader perspective (e.g. more global, more modern connections). She was motivated to renew her acquaintance with world history in order to have depth and versatility as an educator. Leyah is already a very knowledgeable and quick-thinking person and this will be an ongoing source of delight for the curious students in her class.
7. Leyah collaborated with other teacher candidates in the creation of an overall vision for teaching the Renaissance, and co-developed innovative resources. She engaged with other educators at Shas Ti during lunch and developed her identity as a member of a community of practice.
8. Leyah joined a planning session for a new course -- Identity 8 -- and provided some ideas for one of the core days in this course. She created and shared lesson resources with colleagues and on social media.
9. Leyah has used current events as a special point of emphasis for relating learning back to local connections to Indigenous groups, values, issues, and events, and has joined with a school project on remembrance of Indigenous children and residential schools.

Leyah is on her way to becoming a consistent and effective educator. For her next practicum, she might focus on ensuring more and more of her students are engaged in each of the activities she designs, and developing more sophistication in her use of both formative and summative assessments in order to provide students ongoing means of demonstrating their learning. Leyah shows confidence, patience, wit, and humour as a teacher, is highly organized and ready to teach with creative, detailed lesson plans, and is at ease with students.

(Each page of an evaluative report is to be signed by the Practice Evaluator, Coaching Teacher, and Teacher Candidate)

Report written by: Name of Practice Evaluator: <b>Glen Thielmann</b> Date: <b>June 21, 2022</b> Signature: 	I have read this report: Name of Coaching Teacher: <b>Erin Barker</b> Date: <b>06/29/2022</b> Signature: 	I have read this report: Name of Teacher Candidate: <b>Leyah Moss</b> Date: <b>06/29/2022</b> Signature: 
---	---	---