

UNBC
School of
Education

EDUC 391
CT Observation form

Teacher Candidate: Leyah Moss Date: Feb. 25, 2022
School: College Heights Secondary Time: 1:32 - 2:57
Coaching Teacher: Liara Hanson
Grade: 11/12 Subject/Lesson: Psychology - Sensation + Perception

Criteria Guidelines:
This list of topics is suggested only:

Professional Qualities

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

Planning/Preparation

- Curriculum expectations
- Competency expectations
- Content Knowledge
- Lesson Plans
- Principles of Learning
- Organization
- Time Management
- Differentiated Instruction
- Assessment (Formative and Summative)

Relationship Building

- Classroom Community
- Relationship with Students
- Teaching Presence
- Gaining and Keeping Focus on Learning
- Student Engagement and Motivation

- Well prepped and planned in advance, and went through the plan in detail with me beforehand.
- Receptive to feedback from students and coaching teacher when it comes to activities and ensuring student success.
- Professional and friendly with students, and is working on making connections throughout the lesson, as well as prior in observation blocks.
- * - Very reflective of practice and how the lessons go - we conference regularly on ideas, and between the morning + afternoon lesson to do what works best for students + Ms. Moss.
- Good + thorough content knowledge. Answers students questions pretty confidently, and with good explanations as well.
 - Note for improvement: wait time for questions a bit short - students may need more time for processing.
- Pretty clear instructions given for main tasks - though students are unsure at times of what to do. Clarification given and all works out for students.
- Very focused on giving the lesson and covering all material essential for student success. Some focus on connections, but this could be a good area for improvement over the practicum placement.
- Another area for work over the unit, and teaching as a profession in general, is pacing of the lessons.
 - More than enough to cover the class period, but the first run-through (P2) was delivered a bit quickly... P4 was much better paced.

Name of Observer: Liara Hanson

Date: Feb. 25, 2022

Learning Activities

Instruction and Assessment

- Transitions/Directions/Routines
- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/Progression of Learning
- Closure
- Resources/Hands-on Activities
- Instructional Strategies
- Supervision/Safety
- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student Learning

- Learning objectives are introduced at the start of class, so students know what to expect and where the learning is going.

- 1 idea for improvement: in the closure / wrap up of the day, bring back the key ideas from the start, to tie it all together and help students consolidate.

- Students loved and had a really good time with the Stroop test! A lot of fun, and a good way to engage the class.

- Resources prepped and gone over in advance - ready to roll!

* Starting with a quick write to test students' prior biological knowledge is a great strategy, as biology isn't a requirement for the course.

Name of Observer:

Hiane Hanson

Date:

Feb. 25, 2022

Experiential Assessment Report

due March 11, 2022

Teacher Candidate: Jeyah Moss Coaching Teacher: Liara Hanson
School: College Heights Secondary Grade/Subject: 11/12 Psychology

**This report is meant to guide the Teacher Candidate's next steps in learning.
The Teacher Candidate will use the comments for goal setting and reflections.**

Three strengths the TC demonstrated while teaching:

- Great focus on student interest and engagement, while reminding them of the lesson expectations + focus!
- Excellent variety of instructional pieces - videos, hands-on activities, notes - to support students' preferred learning styles!
- Jeyah has worked to get to know the students during observation, and has been able to start to form some great connections! These were then used to keep students enjoying their learning and the lesson.

Three recommendations that will be immediate goals:

- Connecting the main activity / concept for the day back together at the end. Something like an exit ticket, or a debriefing discussion afterwards can really help consolidate knowledge.
- Continuing to connect with the students and form relationships, through things like a soft start, or having chats during non-instructional time - to continue to instill SEL + values.
- Differentiation within activities or assessment opportunities, to continue to allow students to show their learning in a way that's best for them.

Signatures:

Teacher Candidate: Coaching Teacher: 

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Psych- Sensation/Perception Date: Feb. 25, 2022

EDUC 391 Main Standards Checklist

To be completed for each Formal Observation. *By the end of the practicum every standard must have been observed by CT*

BCTC Standard	Component Description	Goal
Standard 1 Educators value the success of all students. Educators care for students and act in their best interests.	<ul style="list-style-type: none"> Demonstrates a growing understanding to classroom management: pleasant, caring, respectful and fair attitude towards students 	U/S
	<ul style="list-style-type: none"> Ensures student learning environment is appropriate to activity 	U/S
	<ul style="list-style-type: none"> Aware of student differences 	U/S
	<ul style="list-style-type: none"> Works to establish balance in the classroom between intellectual and social goals and the expectations of society in education 	U/S
Standard 2 Educators act ethically and maintain the integrity, credibility and reputation of the profession		Not assessed at this time
Standard 3 Educators understand and apply knowledge of student growth and development	<ul style="list-style-type: none"> Learning to design activities and assignments in an age, grade and culturally appropriate way 	U/S
	<ul style="list-style-type: none"> Learning to assess individual and group performance in order to design instruction that meets individual learners' needs and interests 	U/S
	<ul style="list-style-type: none"> Becoming aware of the need for instructional materials to reflect individual needs and interests of students 	U/S
Standard 4 Educators value the involvement and support of parents, guardians, families, and communities in schools		Not assessed at this time
Standard 5 Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	CLASSROOM COMMUNITY <ul style="list-style-type: none"> Is aware of the need for classroom expectations to be clear to students Behaves in a proactive manner, anticipates and remediates student responses in a respectful way Self aware of own limitations and acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student Becoming more aware of handling non-instructional duties within the classroom in a professional manner Minimal loss of possible instructional time 	U/S
	PLANNING <ul style="list-style-type: none"> Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons In response to suggestions, adjustments are made to plans Plans are beginning to be linked to knowledge of classroom diversity and to students' needs and abilities 	U/S
	INSTRUCTION	U/S

Completed by: Liane Hanson

Teacher Candidate Name: Leayah Moss

Subject/Lesson: Psychology - Sensation/ Perception Date: Feb. 25, 2022

<p>Standard 5 continued...</p>	<ul style="list-style-type: none"> • Is aware of the role of pacing within the lesson and is attempting to be reflexive • Monitors students to determine appropriate pace • Checks for student understanding • Working to effectively transition between individual activities and aware of loss of instructional time • Consistently helps students make connections between current content and their own background and experiences • Attempts to involve students in constructivist/inquiry-based learning • Demonstrates a growing awareness of a variety of questions • Attempts to ensure all students are involved in discussion • Provides sufficient wait time • Is aware of students level of active engagement in the lesson • Checks for student understanding of problem solving and critical thinking • Attempts to embed a variety of instructional strategies into lessons based on subject matter and needs of students • Uses a variety of technologies to add impact to instruction and to increase student learning 	
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Consistent expectations are clearly stated for student achievement • Instruction is appropriate for the grade level or course and is driven by student feedback • Attempts to appropriately challenge students by presenting material at a high level • Students co-create criteria, or effective criteria is stated • Feedback includes both strengths and challenges • A cycle of instruction informed by assessment is established • Uses a number of different assessments • System for scoring and recording data reflects coaching teacher's needs • Assessment and evaluation data is shared weekly with the Coaching Teacher 	<p>U/S</p>
<p>Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach</p>	<ul style="list-style-type: none"> • Displays solid conceptual knowledge in subject areas • Uses inter-disciplinary approaches and plans for multiple ways of learning 	<p>U/S</p>
	<ul style="list-style-type: none"> • Attempts to build student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society • Invites students to elaborate upon the material based upon personal understandings 	<p>U/S</p>
<p>Standard 7 Educators engage in professional learning</p>	<ul style="list-style-type: none"> • Suggests how lesson might be improved • Is committed to reflection, self-assessment and learning as an ongoing processes • Welcomes constructive criticism and adjusts teaching to feedback from observations 	<p>U/S</p>
	<ul style="list-style-type: none"> • Uses language in the school setting, including the classroom, to describe self and students as learners and acts consistently on this belief • Examines literature critically to ensure findings are applicable to situation 	<p>U/S</p>

Completed by: Liane Hanson

Teacher Candidate Name: Leyan Moss

Subject/Lesson: Psych-Sensation/Perception Date: Feb. 25, 2022

Standard 8 Educators contribute to the profession		Not assessed at this time
Standard 9 Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deep understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada	<ul style="list-style-type: none">• Attempts to focus on connectedness and relationships to oneself, family, community and the natural world• Attempts to integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments• Attempts to embed First Peoples Principles of Learning into classroom community of learners• Attempts to embed TRC calls to action in daily classroom activities	U / S

U=Unsatisfactory
S= Satisfactory

Completed by: Aire Hanson

Self Reflection

due March 15, 2022

Teacher Candidate: Leylah Moss Coaching Teacher: Liane Hanson
 School: College Heights Secondary School Grade/Subject: Psychology 11/12

Ways I have grown as an educator:

- I was able to adapt to the wants of the class for playing the Stroop test more, I have not always been able to think on my feet.
- Despite being really excited to teach this class, I was nervous as I had never taught older students and have grown my confidence in teaching senior level classes.

Three things I am thinking about improving:

- #1 - I am trying to work on pacing - to get through the material at an interesting pace while not doing that at the detriment of slower students.
- #2 - I am trying to expand my knowledge to guess at what questions might be asked so I can answer them.
- #3 - I am trying to work on balancing fun ~~parts~~ parts of the lessons with information.

One goal area which could be developed into an Inquiry:

- #1: How do I pace my lessons in a way that allows for the success of all students

SINGLE-POINT RUBRIC for Practicum (Winter 2022)

The Standards for Educators in BC - Self-Assessment Tool
University of Northern British Columbia – School of Education

On a weekly basis, Teacher Candidates (TCs) are expected to self-assess their competencies based on the “Standards for Educators in BC” during their practicum experiences. TCs are asked to provide a strategy or action plan on **areas that need work or evidence that meets the standard** in a PROFICIENT manner. TCs will continue to record their progress over time and use this self-assessment tool to identify strengths and GOALS with their Coaching Teachers (CTs) and Practicum Mentor (PM). Artifacts and reflections will be selected and documented in their e-Portfolio.

GETTING IT What are you working on?	CRITERIA Standards for BC Educators	GOT IT Evidence that Meets the Standard
<p>- I am still working on getting to know the students to teach in a way that will help them succeed</p>	<p>Standard 1: Educators value the success of all students. Educators care for students and act in their best interests.</p>	<p>- I created work packets with less work to get at the key points for students missing a week of class</p>
<p>- I am still working on the balance of injecting myself into my interactions while not potentially losing integrity</p>	<p>Standard 2: Educators act ethically and maintain the integrity, credibility and reputation of the profession.</p>	<p>- I make it an effort to be aware of what I say and do especially around the students to be ethical</p>
<p>- I am still working to apply my knowledge with students individually as a collective.</p>	<p>Standard 3: Educators understand and apply knowledge of student growth and development.</p>	<p>- I understand a lot of developmental psychology</p>
<p>- I haven't done much of this as this is a short practicum</p>	<p>Standard 4: Educators value the involvement and support of parents, guardians, families and communities in schools.</p>	<p>- I am aware of some family situations with students miss my school + have adapted.</p>

<p>-Right now my planning is fairly rigid and would be better if I were more adaptable.</p>	<p>Standard 5: Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</p>	<p>-I have planned my lessons in a way I believe to align for what I believe to be fair assessment with interesting planning for engagement.</p>
<p>-I am less confident in my biology/cognitive knowledge</p>	<p>Standard 6: Educators demonstrate a broad knowledge base and an understanding of areas they teach.</p>	<p>-I am confident in my psychology knowledge</p>
<p>-I don't have a clear plan yet for the opening N.I.D.</p>	<p>Standard 7: Educators engage in professional learning.</p>	<p>-I am reading a lot of studies to be better prepared for lessons</p>
<p>-I hope to come up with "fresh ideas" that could one day inspire my teaching.</p>	<p>Standard 8: Educators contribute to the profession.</p>	<p>-I want to eventually fight for a Bc in BC curriculum</p>
<p>-I don't know that my plans for the unit are useful for teacher, reconciliation, healing.</p>	<p>Standard 9: Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.</p>	<p>-I have done a lot of research on how to include First Nations perspectives in Social Perception.</p>

Fluckiger, J. (2010). Single point rubric: A tool for responsible student self-assessment. *Teacher Education Faculty Publications*. Paper 5. Retrieved April 25, 2014 from <http://digitalcommons.unomaha.edu/tefac/ub/5>.

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved April 30, 2014 from <http://PAREonline.net/getvn.asp?v=7&n=25>.