

**UNBC
School of
Education**

EDUC 391

CT Observation form

Teacher Candidate: Hayah Moss Date: Friday, March 4/22
School: College Heights Secondary Time: 10:00 - 11:20
Coaching Teacher: Liare Hanson
Grade: 11 + 12 Subject/Lesson: Psychology 11/12 - Heuristics

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

- Lesson planned + prepped well in advance, with several different types of activities and ways to engage students.
- Consistent format of lesson structure and routine with students across lessons - helps them know what to expect and build up routines as well. Effective practice.
- Good energy level with students - excited to teach them the topic, and they're interested to engage and learn why.
- * Clear continuance / building of relationships with students - they're willing to engage in activities, and trust that it will help them to experience + understand new concepts.
- Class activity → students are engaged + participating. Also some good small discussions popping up about the topic.
- Psychology as a course has no curriculum expectations from the Ministry of Ed.; but Ms. Moss has made good use of the Big Ideas I have created, and has clear lesson objectives for the lesson.
- Good explanations of new + potentially tricky concepts, often connecting to things students will better understand / are relevant to their daily lives.
- Games! To explore cognitive biases - students love it.
- * Lots of conversation between Ms. Moss + students over lesson - casual, but relevant and connecting. Students want to chat with her and learn more.

Name of Observer: Liare Hanson

Date: Mar. 4, 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

- Good questioning throughout lesson → wait time has improved, and questions are reworded if students struggle to answer or are unsure.

- Lesson flow is clear, and progress is made by students in understanding questioned concepts.

↳ An overall flow of the unit is also established by references of earlier concepts and activities, to tie everything together. Also asks students to recall prior learning, and they do and are able to apply the knowledge to new things.

- CSL: students are learning how to improve their notetaking skills through a notes assignment, with daily written feedback given on how they can improve.

- Oral feedback given during questioning and work blocks/times as well

Name of Observer: Liane Hanson

Date: Fri. Mar. 4, 2022

Experiential Assessment Report

due March 11, 2022

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

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:

1. Excellent variety of activities and recall of prior concepts throughout the lesson - and wit! Students were engaged + demonstrating understanding.
2. Student connection + relationship building. The students are comfortable with Ms. Moss, and they like learning from + talking with her!
3. Content knowledge - Ms. Moss confidently answered student questions, and could work in examples to connect to their experiences to help them understand.

Three recommendations that will be immediate goals:

1. General pacing of lessons. It's tough to know how much is needed, especially in such a short time with students. Always have a bit extra, in case.
2. Visuals for lessons/slides. Sometimes a relevant image will help students to better understand the ideas/new concepts.
3. Continuing to provide alternative ways of doing activities for a variety of students needs, abilities, and comfort.

Signatures:

Teacher Candidate: Coaching Teacher: 

Self Reflection

due March 15, 2022

Teacher Candidate: Dezale Moss Coaching Teacher: Leane Hansen
School: College Heights Secondary School Grade/Subject: Psychology 11/12

Ways I have grown as an educator:

- I have built relationships with students so where they are more comfortable with me.
- I am more confident with my teaching skills.
- I am getting better for actively asking for help/advice.

Three things I am thinking about improving:

- I have still rarely felt confident about pacing - I will need to continue to work on it.
- I need to have enough materials that my pacing can adapt to.
- I still need to practice wait time better.

One goal area which could be developed into an inquiry:

- Combining my pacing with more materials to "hone" my timing to make my time in the class beneficial.

Teacher Candidate Name: _____

Subject/Lesson: _____ Date: _____

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: _____

Subject/Lesson: _____ Date: _____

<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 <i>Working on still!</i> • 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: Kline Hanson

Teacher Candidate Name: _____

Subject/Lesson: _____ Date: _____

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: Liane Hanson