

## Experiential Assessment Report

**Teacher Candidate: Karlea Simmonds Coaching Teacher: MacKenzie Thibault**

**School: Harwin Elementary Grade/Subject: Grade 6/7**

**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:**

Karlea has a lot of experience regarding trauma-informed practices thanks to her previous employment as a district Indigenous Education Worker and Youth Care Worker at a local shelter for unhoused youth. She brings this experience into the classroom through her lesson planning, relationship building, and flexibility when unforeseen circumstances occur.

Karlea plans lessons that have clear objectives and she regularly used repetition of routines and expectations to help familiarize students to who she is as a teacher. Karlea regularly used hands-on learning, groupwork, and project-based learning while on her practicum placement with us. The students were expected to complete WipeBook notes in groups to activate their prior learning before lessons, and our class quickly adjusted to the regular routine of rotating around the room and completing the WipeBook prompts. Students who were struggling for various personal reasons were given accommodations by Karlea, but students were still expected to meet the expectations of her assignments.

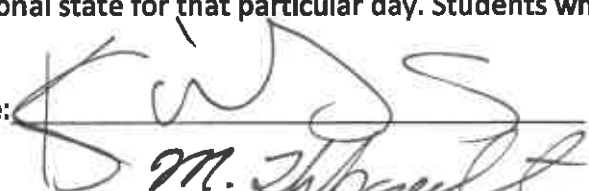
Karlea built positive relationships with my students. They are all very sad that they have only had three weeks with her. Students regularly would stay in at recess or lunch time to spend more time with Karlea. She used this relationship building to help identify what accommodations each student needed and how to go about providing supports so that they were successful during their time with her. Karlea identified students who were struggling with concepts because they either were not understanding the concept or they were having difficulties staying on task with their work. She regularly worked with those students at a separate table to ensure that they were successful in completing their tasks. Students enjoyed working with Karlea and they would often ask to join her at the table without adult prompting.

Karlea was incredibly flexible during her teaching practicum. Harwin Elementary is a very complex school with students who have very diverse needs. Karlea was able to meet students where they were at in their learning and their social emotional state for that particular day. Students who were struggling to cope regularly were being

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pulled for SEL time, counselling, or academic interventions. Karlea accommodated these students and ensured they did not miss out on any important lessons or assignments from her. We also had several student discipline scenarios occurring during practicum, resulting in two in-school suspensions of students and the adherence to multiple behaviour contracts for Category H students. Karlea did her best to support these students by providing work to complete during their in-school suspensions and by following the classroom teacher and resource teacher's planned responses for students who were not following their behaviour contracts. We had many students arriving late or absent with the approach to Spring Break, and Karlea was well-organized and kept track of missing assignments to ensure that she had as much evidence as possible from each student to assess their learning. Lastly, we had to change our teaching venue for one day of learning, we had exposure to bed bugs in our classroom and the room had to be treated before we were safe to re-enter. Karlea helped me with packing up our room and preparing the library for our teaching space for that day. She was very flexible and helpful during a potentially very chaotic week. Her presence and contributions to our class were greatly appreciated.

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### Three recommendations that will be immediate goals:

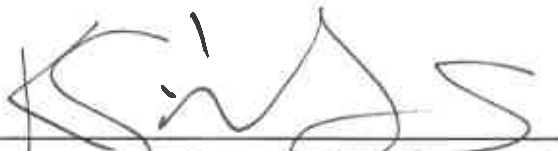
In future practicum placements, Karlea will benefit from further development in the areas of classroom management, communication with the class at the beginning of her lessons, and providing extensions for fast finishers or extending learners.

Karlea has made a lot of strides in her classroom management over the course of this practicum. We have focused on several management strategies such as physical proximity, using names to redirect students, passive redirection of a group of students, waiting for students to give attention to the teacher, communicating expectations and counting down until students need to be ready, and pacing around the room to identify students who are on task with positive praise and to redirect students who are off task. I would recommend Karlea continue to develop the strategies we've practiced and to develop new strategies of her own that she would like to try during future placements.

Communication was also a focus for Karlea during her practicum. My students benefit from very clear directions, repeated up to three times in order for a majority of them to be successful with assignments and class tasks. Karlea benefitted from slowing down during the beginning of her lessons and setting up the lessons very clearly so that students know exactly what they are doing and exactly what is expected of them during the lesson. The number of times needed to communicate expectations to students may vary on the class, but continuing to break down lessons by introducing the clear goals and supplies needed to be successful at the beginning of lessons will help Karlea in her longer practicum placements.

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Lastly, a suggestion for further placements would be for Karlea to continue thinking of learning extensions for fast finishers or students who are needing an additional challenge. It is helpful to have extensions for those students needing it so that their use of class time helps to meet their need to be challenged. I would encourage that Karlea continue to develop extension ideas for each lesson that are enticing for stronger students and make them feel up to the challenge to complete additional learning tasks.

Great first practicum, Karlea!

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