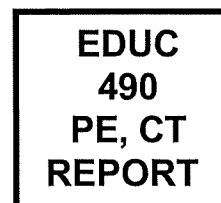


**UNBC | SCHOOL OF EDUCATION**  
**Summative Report by Practice Evaluator based on Coaching**  
**Teacher and Practice Evaluator Observations**



Teacher Candidate: Karlea Simmonds

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Report by: H. Banack

Date: June 20, 2023

### **Context**

Karlea's EDUC 490 practicum took place at Beverly Elementary school in SD57 in Prince George with Coaching Teacher (CT) Suzie Barrio in a grade 6/7 class. Dr. H. Banack, the writer of this report, was the PE. The practicum ran between May 15 and June 9, 2023, with a two-week period to prepare (May 1-11, 2023). Karlea taught a range of lessons from a variety of subject disciplines and met all the required components of the EDUC 490 practicum as outlined in the Handbook. This report will focus on three observations done by the CT (May 31- Social/ELA; June 2- Socials; June 6- Math) and one observation done by the PE (June 7- Language Arts), along with two formal lessons submitted, but not observed (June 2- Science and Socials).

### **Plan**

Karlea quickly and smoothly integrated into the practicum setting. Karlea connected with both CT prior to being in class and had a clear plan mapped out for the four weeks in advance. Karlea used a variety of resources (District, online, experiential) to plan and prepare for the 50% teaching load. Karlea was well prepared for practicum and for observations. Six formal lesson plans were submitted.

### Observed Lessons

#1 May 31- Social/ELA- Tying Flies: This was a well-planned, linking historical and culturally diverse fishing practices. The lesson linked to a larger, interdisciplinary unit, which will incorporate fishing. The lesson did not explicitly invite learners to share their prior knowledge on the topic. After an initial tie to the larger unit (a visit to Fiji), the students reviewed some YouTube videos of diverse fishing practices. The lesson then split the class into two groups, one working on the continued journaling aspect of the lesson, while the other practicing tying flies. The lesson had been reviewed by the CT prior and feedback had been incorporated. The lesson plan included all essential components (Core competencies; FPPL; Big Idea; Curricular/Content competencies). The lesson included formative and assessment with learners contributing to a larger project and being assessed on their ties. The students were given step-based demonstrations as they worked through the project. Then, students work at their desks, turned to the front of the room to follow along with the demonstrations. The lesson is creative in terms of its interdisciplinary/relevant aspects and connection to future learning. The lesson does not address differentiation. Consider positionality in the lesson

plan. Early on, it states, “it can often be easier to understand when related to our own customs”.

#2 June 2- Socials- Classroom Government: This lesson is in response to “negative” behaviours and feelings in the class community. This lesson began by following a preestablished classroom meeting where learners are invited to share something positive and something that frustrated them with the whole class (with options to pass). The lesson is placed under social studies and government systems organization. When the standard class meeting had concluded, this is when the TC began the conversation about classroom roles and responsibilities. There was discussion about what a teacher does, and why there is a need for different roles in the classroom. This then opened up for students to talk about how they felt they, individually, have been participating within the classroom hierarchy. The lesson is connected to a Big Idea in an unclear manner. Good alignment with Curricular Competencies, these might have been more intentionally developed. Assessment listed as formative, through discussion. Consideration of safety and trust in a community of practice might have been included. The lesson does not clearly situate itself in practice to the essential components, though the lesson has strong intersections with Core Competencies. The conversation is clearly important and relevant. These sorts of lessons are so important to the success of a class and the pedagogy of a teacher.

#3 June 6- Math Territory Maps: This lesson continues to develop the Fiji unit through a creative and fun application of math shapes and dimensions related to mapping. The lesson asked students to recall their experiences in the outdoors. Students were asked to share their experiences with compasses and how they were taught how to use them. Prior knowledge for this lesson strongly relied on students having an understanding of what a map was and how it measures distance. Students were expected to use the prior knowledge of area, perimeter, and circumference to find measurement in the lesson, the TC explains how to use a compass and take a bearing. Students then walked around the school yard counting paces and attempting to get from point A to Point B by setting their bearing on a map of the school ground. Next, learners are invited, in groups, to map out their fictional Fijian territory and include various shapes in their mapping. Students then chose a portion of their territory to develop a base camp and had to build at least one 3D shelter which they would find the volume for. Students had constraints such as needing at least 5 different shapes and had to have a shelter that could fit all their group members, represented by smaller icon pieces. The lesson had been reviewed by the CT prior and feedback had been incorporated. The lesson plan includes all essential components (Core competencies; FPPL; Big Idea; Curricular/Content competencies). The lesson does not address differentiation. The lesson uses formative and summative assessment, adding to skills sets required for Fiji unit, and creating a map based on criteria, in groups. Lesson timing seems tight. The lesson is creative in terms of combining math curriculum into an interdisciplinary meta-unit. The lesson further develops the unit by creatively intersecting math and skills required for the Fiji adventure.

#4 June 7-Language Arts-Discovering a new species: This lesson also connects with larger Fiji unit through a biological lens, inviting the project groups to consider needs and behaviours and to discover a “new” species (flora or fauna). The lesson links with art, as they are also asked to draw an illustration. The TC explains the aims of the lesson and then invites student groups to talk about the creature. They are asked to write a description and to visually illustrate. The lesson had been reviewed by the PE prior and feedback had been provided. The lesson plan included all essential components (Core competencies; FPPL; Big Idea; Curricular/Content competencies). Final work is added to an ongoing Fiji journal. A sample of a plant or animal to share and then describe your thought process might have been helpful. The lesson connects to the larger unit and creatively combines the biology curriculum.

#### Un-observed lessons

#5- June 2- Science- Water Purification: Lesson aims are clear and align well with BC curriculum and essential components. The lesson is about water purification, and ties to the larger Fiji project in another interesting way. The

flow of the lesson does not link well to the essential component descriptions, particularly Science curricular competencies. The intention of the lesson is strong.

#6- June 2- Socials-Call and Response Songs: This lesson connects to the larger Fiji unit through song and collective singing, particularly songs considered call and response. After the slides, the TC explains what call and response songs are giving multiple examples. This project required students to utilize their prior knowledge of beat, rhythm, and melody. Resources for this project were found through musical play and choir resources. Four YouTube videos are shared and discussed. Next, learners are invited to create their own call and response songs and present them to one another. The body section of the lesson is not well articulated. The lesson had been reviewed by the PE prior and feedback incorporated. The lesson plan includes all essential components (Core competencies; FPPL; Big Idea; Curricular/Content competencies). The lesson includes formative assessment through the collaborative song writing and summative with the performance of the song. The lesson invites learner creativity with the song writing, with interdisciplinary connections to music. Specifically, the lesson's aim is to add to the larger unit. The lesson plan mentions the call and response songs as simple, perhaps consider the language.

## Teach

I visited Karlea at Beverly twice and observed the TC was in a healthy and supportive school culture, with a strong and competent CT, and surrounded by a good support team (EAs, admin, former UNBC TCs). Karlea had prior experience in the school as an IEW and was a "known suspect", which was both beneficial and challenging. Karlea helped foster a good support network. Karlea integrated well into the CT's classroom and the school culture. Another unique aspect of this practicum was the project-based approach of the TC, which was new to Karlea. Most lessons plans were part of a larger unit that creatively integrated across many subject disciplines a project. The TC was able to lesson plan integratively in ways that significantly expand and diversify prior lesson planning exposure. This was a unique and powerful lesson planning/teaching practicum. The follow are summations of CT and PE observations of the above lessons #1-4.

#1 May 31- Social/ELA- Tying Flies: based on CT Observation- The lesson was engaging and exciting and tied to overall project. Good tie into prior lesson with poem. Good use of three videos to explore three approaches to fishing from diverse cultures/traditions. Explained task of tying a fly. A demo was given at front, while learners at tables followed along in pairs. Constant communication from TC to learners, focusing on task. The teacher was there to move around to support students as they work through steps. There were some 'experts' identified as students that had a strong grasp of the activity. The expert students moved around the room when peers asked for support. The students who worked on journals were independent and asked each other for support when needed. Good circulation between tables by TC to check in on steps. Good connection to FPPL. Suggestions: Preparation and spacing- ensure tables are clear and supplies needed at hand in advance to starting and ensure constant repetition of instructions. A pivot might have been ½ fly tie and ½ journal. Continue to develop tools to support learner focus.

#2 June 2-: Socials- Classroom Government: based on CT Observation- Class meeting. TC laid out expectations and prepared space for meeting. Expectations were reviewed throughout. Modelled language to navigate challenging situations. Excellent example of being "in tune" with students.

#3 June 6- Math Territory Maps: based on CT Observation- TC began with clear expectations. "The lesson was hands on, active, engaging, challenging and dynamic". Instruction for task of practicing with compass was given by TC. Karlea worked with small groups after instructions were given, circulating about. TC was patient with the challenges learners encountered and persistent with the aim of the compass work. "K.S. is ready to do out of the box thinking and take some risks in her approaches."

#4 June 7-Language Arts-Discovering a new species: based on PE Observation- A good lesson. TC shared lesson plan prior for review. Began with attendance. TC asked for journals to be taken out. TC was comfortable and used names well. TC redirected learning focus to lesson throughout. Instructions had been placed on each table, and students were invited to look at these. Read through instructions verbally and asked class to follow along. Connected lesson to larger unit project. Responded to class questions. Karlea circulated and checked in with groups. Karlea checked in with me. Karlea had used AI to generate the general flora/fauna attributes. Good use of AI. This was a good activity for after lunch when energy is lower. Based on learn questions, TC modified expectations on the fly and explained to class by gathering their attention. I overheard various good discussions from learners. Lesson went well. Suggestions: small chunking of activities in afternoon? How to balance competing demands for attention; How to call group back together (various techniques).

**Standards Checklists**

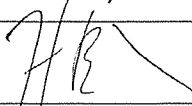
All standards were considered satisfactory, based on the checklist.


**Reflect**

It is clear from the observations and TC lesson reflections that the TC was reflexive in their practice. For example, in early lessons, comments were made about learner expectations and future lessons and observations noted how learner expectations were considered and responded to. Karlea modified lessons on the fly, pivoting as class dynamics or response availability shifted. Karlea explored their teacher identity more deeply through this practicum, absorbing and tinkering through a project-based approach. Karlea accepted and implemented feedback in ways to demonstrate their commitment to their development as an educator. Karlea demonstrated a healthy reflective attitude throughout. Karlea submitted a final reflection that articulated what they learned and struggled with during practicum, and where they see their growth moving towards in the future: content mastery, trust with learners, linking lessons, boundaries between Karlea as person and Karlea as teacher.

**Overall**

Karlea had a strong practicum and was exposed to project-based teaching and lesson planning. TC taught 50% of the practicum, including three full days in a row. Karlea has further developed their teacher identity and is ready for the next phases. Good work. CT requested TC return to class for long-practicum.

Report written by:	
Name of Practice Evaluator:	Hartley Banack
Date:	June 30, 2023
Signature:	

I have read this report:	
Name of Coaching Teacher:	Suzie Barrio
Date:	July 5, 2023
Signature:	

I have read this report:	
Name of Teacher Candidate:	Karlea Simmonds
Date:	July 1, 2023
Signature:	