

UNBC | SCHOOL OF EDUCATION
Summative Report by Coaching Teacher based on Observations

EDUC 491 CT REPORT



Teacher Candidate: Karlea Simmonds

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Miss Karlea Simmonds has completed her 491 practicum at Beverly Elementary, SD57, Prince George, B.C. The classroom is composed of Gr. 6 and Gr. 7 students. It is a diverse class, of 26 students, with several identified and categorized students. There is a full time EA in the classroom.

Over the course of this practicum, Miss Simmonds has developed her presence and voice. She has refined her management skills and refined her delivery of content. Miss Simmonds considers herself to be a lifelong learner and demonstrates that with the students.

Miss Simmonds is more than ready to begin her teaching practice in her own classroom. She has the ability to develop excellent rapport with both students and staff. Miss Simmonds “sees” her students and reads their facial expressions, body language and is able to read between their lines. Miss Simmonds is very in tune with children. She values having authentic relationships with her students and will make an excellent teacher.

Miss Simmonds planned and completed six units: three in Math, one ELA, one Social Studies and one Science. The essential components, including big ideas, core and curricular competencies, learning targets and indigenous world view were all included. The Math units also included pre and post assessments with communication and self-assessments going home to parents. The ELA/Social Studies/Science integrated units were also assessed using cocreated criteria and frequent feedback to determine the next steps in learning. These connected lessons continued throughout most of the practicum. As the units progressed, the assessment rubrics were recreated to include the new skills taught. Feedback to students was ongoing and progressive in nature. Students were able to reflect on feedback, make changes and resubmit assignments to show growth. Students who needed more time to reach goals were given the support, materials and time required to help them reach the learning intention. Adaptations and individualization were used to help all students reach the desired outcomes.

The culture of the classroom has established itself over the past few months. The students are an active and dynamic group. The class has a Social Contract, the STAR Contract, which was collaboratively built and agreed upon. The contract is periodically reviewed, and self-assessments are conducted and shared with families. Miss Simmonds has used the STAR contract weekly and allows the students to dictate which area requires more growth. Miss Simmonds makes that the focus of each week. The goals are set on Monday and reviewed on Friday. There is an expectation of respectful and responsible behavior. Miss Simmonds has held students accountable for their behavior and has encouraged and guided others to reach their best. Miss Simmonds has incorporated the First People’s Principles as part of her weekly goal

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setting. Classroom routines were established in September and Miss Simmonds added to the routines in collaboration with student input. Routines were discussed and changed if needed at weekly class meetings. Students were encouraged to share positive and constructive feedback in class meetings to better meet their individual needs.

Students are invited to work in various ways in the classroom and school. Miss Simmonds provides opportunities for students to work independently, with a partner, in small group and as a whole class. She is comfortable with allowing students to work in quiet spaces, alternate rooms and using technology to assist in task completion. Students are encouraged to ask for help, seek extra time and request adaptations if needed. A mutually respectful relationship was developed between Miss Simmonds and the students. Clear boundaries were established, but kindness and trust were always evident.

Lesson plans were thoroughly planned and written in detail. The planning behind the lessons was evident in the lessons. Lessons varied in length and complexity. Lessons flowed naturally and student engagement was high. Miss Simmonds was well prepared to teach the material and had invested time into personal research to ensure that she could share information and guide the learning adequately. If questions arose within a lesson that Miss Simmonds had not anticipated, she was able to report back the following day, or sooner, with clarification and examples. For example, a question arose during a math lesson which focused on multiplying decimals. The question was, "does the decimal move, or do the numbers move?" Miss Simmonds looked at various math websites and videos to determine the best answer to bring back for the students.

Lessons often included various forms of media. Technology assistive devices were commonly used. Video, documentaries, the document camera, Classroom screen, Plickers, Reading pens, and a Zoom conference were incorporated throughout the practicum.

One of the highlight lessons of the practicum was a Second Language lesson. As part of the big integrated ELA/SS/Sc unit plan, the students were travel bloggers, traveling the globe studying Climate Change and Agriculture. One of the destinations was Mexico. Miss Simmonds took the opportunity to teach language and culture while also discussing the region's geography, climate and agriculture. She planned a Taco Tuesday luncheon. To make their taco, the students had to learn enough Spanish to order their lunch. The students co-planned the ingredients, each bringing one part of the meal. The students prepared the food with Miss Simmonds and prepared the banquet table. Miss Simmonds conducted the language lesson and then was the chef and prepared each student's taco according to their specifications, all conducted in Spanish.

Another example of an interesting and engaging lesson was 'Coding Unplugged.' This was an ADST lesson, as well as an ELA lesson. The students were required to write code to get a partner from one location to another using agreed upon

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symbols. The codes were written and tested, then codes were swapped between groups. The problems which arose led to wonderful conversations about standardization and the importance of precision in coding, in language and in communication.

After initiating a Worm Compost project in the classroom, in conjunction with REAPS, the students created "Clumpyville" which was the name they gave to the vermicompost. This led to some art and creative writing. Although student engagement was high in the beginning and students who were not normally highly engaged, were involved, after a brief period of time, conflict arose around the socioeconomic status of various groups of worms. Seeing how this was not beneficial to learning and students began voicing exclusive, rather than inclusive ideals, Miss Simmonds decided to stop this tangent and redirect the learning back to more positive and constructive use of learning time. Although there was some disappointment by a few students, Miss Simmonds demonstrated strong leadership and her pedagogical values by redirecting the focus.

After a series of poor episodes of sportsmanship from classmates, Miss Simmonds organized a Zoom conference with one of the coaches for the Paralympic Team. He interacted with the students and gave an excellent presentation on the importance of Sportsmanship and following their STAR contracts to achieve their personal best.

Miss Simmonds frequently asked for feedback. Ideas were shared and discussed and the benefits and drawbacks of various methods of teaching a particular outcome were discussed. Miss Simmonds found ways to incorporate ideas and use feedback in her following lessons. I appreciated watching Miss Simmonds develop into a teacher with presence and voice. Using the T.C. Goal sheet, we were able to look at specific ideas on where to set goals and focus development.

Miss Simmonds is focused on developing her communication skills with parents. She is committed to creating respectful and collaborative relationships which support learners. Miss Simmonds knows her students and where they currently are and what their learning targets are. Miss Simmonds would like to work toward creating a more efficient method of assessment and collecting evidence of learning. Miss Simmonds would like to continue developing her repertoire for teaching skills and concepts multiple ways to reflect the needs of differentiated learners. These are long term learning targets, ones which Miss Simmonds is committed to developing.

Miss Simmonds will bring energy and creativity to her classroom and her students will benefit from the time and effort that she puts into her daily teaching. I wish her a long and happy career as an educator and am grateful for the work she has done at Beaverly.

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