

**Summary of EDFE 520 PB**

NOT AN OFFICIAL STATEMENT OR REPORT OF FINAL STANDING IN STUDENT TEACHING  
This report, based on one specific practicum sequence, is intended for the guidance of the student.

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<b>Student:</b> Karina Strong	<b>Practicum Dates (dd/mm/yy):</b> 09/02/16 to 19/02/16, 11/04/16 to 13/05/16	
<b>School:</b> Springwood Elementary	<b>District:</b> SD 69	<b>Grades:</b> 4/5
<b>Analysis By:</b> Lauren Gannon	<b>Supervising Teacher:</b>	Heather Dobinson

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**Context (school, class/teaching):**

Karina Strong's practicum assignment has been in a grade four/five class at Springwood Elementary. The class enrolls 28 students – 11 who gender identify as boys, and 17 who gender identify as girls, with a wide range of abilities. The school is located in a residential area of Parksville and the students come from mainly moderate to mid income families. The students in this class have a variety of challenges and learning needs and respond well when particular attention is paid to implemented routines. There are two students with special needs on an IEP who need a minimal amount of extra support completing assigned tasks. These students work with mentors on a weekly basis. Two students receive ELL support. Three students also work with the ABEd program.

Prior to a final five-week practicum, Ms. Strong had been in the classroom for a total of two weeks and greatly benefitted from this time by building a rapport with her sponsor teacher, observing classroom routines, developing an understanding of classroom dynamics and establishing a positive connection with the students. Additionally, she had the opportunity of teaching lessons in Math (Graphing), Language Arts (Poetry), and Art (Opt Art). She created and used a pre-instructional assessment in order to plan for the practicum with the students' knowledge and needs in mind. She also met with her sponsor teacher in order to gain information regarding the expectations in the class and what material was to be taught over the course of the five weeks.

During the five-week practicum, Ms. Strong was responsible for up to 75% of the teaching in the classroom. She taught a 20-lesson Math unit on Fractions, working with students on how to identify, compare, and plot fractions, as well as equivalent fractions and basic fractional equations. She taught a 20-lesson unit on Language Arts, a novel study based on the book *Bunnicula*. She explored a Lit Circle/book discussion format, which allowed the children to expand their reading comprehension, group work and leadership skills. Her nine-lesson Science unit was on Sound and Light, and allowed her to lead experiments and guide the students in scientific inquiry. Her 12-lesson Social Studies unit on Active Citizenship was an inquiry-based unit exploring how learners can make their voice heard in matters of importance to them. Finally, her four-lesson Art unit was a study of Petroglyphs, which integrated local First Nation's history, Social Studies and artistic expression.

Routines that Ms. Strong assisted with included reading with students, supervising students on two field trips (to the salmon stream and to the theater), taking groups of students to library, PE and Music, and leading morning routines. She also attended the morning breakfast program and provided recess supervision and circus activity facilitation. She ran a station for the Track and Field tryout day. She used these opportunities to create and strengthen relationships with many students who were not in her assigned classroom. In addition, she took the opportunity to help out and observe the Grade 2 classroom and our buddy Grade 1 class. She attended many staff meetings and all ProD days during her placement time. She was able to meet with both the school counsellor and the ELL support worker to discuss the needs of particular students and strategize on how best to support them. She had limited opportunity to engage with parents during this placement, however was able to meet with one parent about their child's progress, provide homework for a child who was absent for many days, and sent both welcome and thank you letters home to parents.

**Summary:** (See attached page for specific comments)

**Specific Areas of Strength:**

Karina brings to her teaching an enthusiastic presence and comfort level relating to the students. She is developing her skills in voice variation and low-key intervention, such as proximity, to maintain student engagement. She has a desire to see the students succeed and to provide them with exciting and engaging learning activities. She is deeply affected when the students struggle and is realizing the complexities of the teaching profession in guiding and nurturing student growth and development. She has worked hard to implement recommended revisions to her lesson plans to improve the clarity and focus of the learning, so that she can more effectively scaffold and pace the learning process, and increase both the guided and independent student practice time within the lesson. She is recognizing the value of ongoing assessment during the learning and on a daily basis to inform her next lessons, and is excited to realize those "Aha!" moments when students experience success in their learning.

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Please provide copies to student/sponsor teacher

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Lauren Gannon:Users:laurengannon:VIU:Field Experience 2015-2016:Reports - Spring - BED4 & PB5:yr\_5\_pb\_edfe\_520\_SPRING\_final\_practicum\_summary\_report2 - Karina.docx

Revised: June 2011

**Areas for Further Development:**

Karina will continue to grow in her skills and knowledge as a teacher with additional practice and a commitment to ongoing learning, focusing on the big areas of child growth and development, curriculum content, and planning for age/stage appropriate and engaging learning activities for student success. As she brings greater clarity and focus to her teaching, she will in turn develop in her assessment skills and strategies to effectively guide the students in their learning and to inform her in her teaching. As Karina continues her growth in the complexities of teaching, she will develop her skills and competencies as a teacher.

Karina Strong has successfully met the requirement outcomes of EDFE 520 (Field Experience).

Signatures:

Date: May 12 2016

Student: 

Sponsor: 

Supervisor: 