



**Faculty of Education
Advanced Field Experience
(9 Weeks)
Final Evaluation 2014-2015**

Student Teacher:

Peter Boer

Dates of Field Experience:

October 14, 2014 to December 12, 2014

ID Number:

0365562

School Name & Address:

**Camilla School
146 26500 HWY 44
Sturgeon County, AB T8R 0J3**

Course (Select):

EDFX 425

School Telephone:

(780) 939-2074

Mentor Teacher(s):

Tara Kieser

School District:

Sturgeon School Division #24

University Facilitator:

David Behiels

Subject(s) and/or Grade level(s):

**Grade 6 Math, Science, Social Studies, Language
Arts, Health, Physical Education, and Character
Education**

Distribution:

Students should retain a hard copy of the Final Evaluation form for their own records. Please note that potential employers may ask for a copy of this Final Evaluation.

A final copy of this form will be emailed by the University Facilitator to the office of Undergraduate Student Services, where it will be retained for a period of three years; no other copies will be retained by Mentor Teachers, University Facilitators or employees of the University of Alberta without the written permission of the Student Teacher.

It is recommended that the Student Teacher receive a grade of: **Credit**

Date: **December 12, 2014**

The purpose of this Field Experience Final Evaluation document is to provide evidence and communicate information regarding Student Teacher performance based on the Knowledge, Skills and Attributes (KSAs) for Interim Certification.

Comments reflect strengths and areas for growth in each category.

Description of the school and context of teaching:

Suggested Topics Not all need to be addressed.	<ul style="list-style-type: none"> • School size • Special programs • Special needs students in class 	<ul style="list-style-type: none"> • Urban/Rural • Class size • Number of teachers
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Camilla School is a rural school located in the hamlet of Riviere Qui Barre located in Sturgeon County. The majority of the students that attend the school are bused in. Students from Alexander First Nation also attend Camilla School. This is a K-9 school and serves approximately 460 students. There are 28 professional staff members and 8 support staff members. Special programs at Camilla include a Headstart as well as the Knowledge and Employability program for Math and Language Arts in Junior High. The Knowledge and Employability courses are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts. The courses provide students opportunities to enter into employment or continue their education.

There are 25 students, 6 with IPPS, in this Grade 6 classroom. An educational assistant works with the class for 9 out of the 25 blocks a week. The two Grade 6 classes, totaling 51 students, have Physical Education, Health, Art and Character Education together.

Preparation, Planning and Organization

KSA A: Teachers understand that contextual variables affect teaching and learning.

KSA C: Teachers use the Guide to Education and the programs of study to inform and direct planning, instruction and assessment.

KSA D: Teachers understand the subject discipline they teach.

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities through short, medium and long range planning.

KSA M: Teachers identify and incorporate relevant learning resources into their teaching.

Suggested Topics Not all need to be addressed.	<ul style="list-style-type: none"> • Curriculum expectations • Content knowledge • Lesson Plans 	<ul style="list-style-type: none"> • Organization • Time management • Diverse learning needs
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Teacher evaluation including evidence:

When Peter can for his introductory visit he was presented with where the class stood in the current year plan. From there he was given units that he would instruct over the course of the 9 weeks at Camilla School. Peter was enthusiastic with the content areas that were given to him.

In his unit plans, Peter allowed enough time for all areas to be covered. He even worked in a few spare days for unforeseen circumstances. This came in handy when the school had a snow day and no students arrived. The unit plans contain a flow of content in a logical order and appropriate time frames for lessons and activities.

Peter has created detailed lesson plans that support the learning needs of all students. His lessons contain information relative to the outcomes and are of high interest to the students. For examples, when working on problem solving that involved decimals, Peter used favorite hockey players names and stats to get those interested in hockey more actively involved. In a science lesson his plans showed which students he would call on for examples of different types of handwriting when the students were learning about graphology. He is planned and ready

Teaching Skills and Strategies

KSA A: Teachers understand that contextual variables affect teaching and learning.

KSA D: Teachers understand the subject discipline they teach.

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities through short, medium and long range planning.

KSA I: Teachers know and use a broad range of instructional strategies.

KSA J: Teachers use both traditional and electronic technologies to meet students' learning needs.

KSA M: Teachers identify and incorporate relevant learning resources into their teaching.

Suggested Topics

Not all need to be addressed.

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|----------------------------|------------------------|----------------------------------|
| • Learning strategies | • Sequencing/timing | • Flexibility |
| • Instructional strategies | • Uses ICT | • Differentiation of instruction |
| • Student interest | • Cultural sensitivity | |
| • Pacing | • Lesson/unit plans | |

Teacher evaluation including evidence:

Peter has been working on creating lessons that are not only educational, but are enjoyable for students. These lesson have incorporated physical movement, small groups, large group, and technology. In the nine weeks that Peter has been at Camilla he has had to learn how to use a Promethean Board, rather than a Smart Board which he was used to from his previous IFX.

Peter uses his charismatic personality to draw students into whatever he is teaching at the time. He also uses his previous life experience as a journalist to captivate students and create relevance in their Language Arts – newspaper unit. The students were able to view him as a expert author and journalist which inspired them to follow his lessons and advice in writing. Peter has begun to create activities that involve physical movement to help the students release energy during longer blocks and has a few techniques, like repeat clapping or counting to get the students back focused after the physical breaks. Student participation is important to Peter. When marking math he has the students go to the board and share their answers. This is a review of the lesson from the previous day and that refreshes that materials in the mind of the student. Technology has been a crucial part in the later part of Peter's time here. He has allowed created activities that require students to participate in a virtual tour of Ancient Athens, used google classroom to had assignment out paperless and have them turned in the same way. Using previously learned skills Peter had created a technology lesson to help the students to search the internet with efficiency. He saw an area that the student were lacking in the ICT outcomes and created a culturally relevant internet scavenger hunt for the students to complete using these search techniques with the students. Students were encouraged to use their own personal devices to create a newspaper article about the best day of a friends lives. The student used to device to record a proper interview, transcribe the interview and use the information to create the article. This was an activity that whole-hearted captured the interest of the students.

Communication

KSA H: Teachers know the importance of respecting students' human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.

KSA J: Teachers know how to use and how to engage students in using traditional and electronic technologies to present and deliver content, communicate effectively with others.

KSA L: Teachers know how to develop and implement strategies that create and enhance teacher, parent, and student partnerships.

Suggested Topics
Not all need to be addressed.

- Oral and written language
- Listening skills
- Voice and language

- Communication with parents/guardians
- Teaching/learning technologies

Teacher evaluation including evidence:

Upon arrival it was important for Peter to connect with the students and parents. A parent letter of introduction was shared within 3 days of his arrival. He was able to share his interests with that of the students and in return, many felt comfortable to do the same. In the mornings he would greet each student on arrival and ask about their evenings. This particular group of students have a large gap between the outgoing and shy students. Peter was able to show his understanding and get some reactions from even many of shier students in the short time that he was here. Peter was present during parent teacher interviews so he could share his thoughts and opinions with the parents as he saw fit. This information was discussed between him and his mentor teacher before interviews were held. Other forms of communication that Peter used efficiently were PowerSchool the marks program parent portal. Parents have access to this at all times to view assignments, marks, and comments, which Peter filled in on a consistent basis. All students have a google docs account that allows the class to have a shared folder they can access for assignment, study materials, and extra work. Parents have a web link so they can access this information. Peter updated this folder frequently so that all students, absent or present, had access to the materials from the day.

Assessment Strategies

KSA K: Teachers gather information about their students' learning needs and progress by using a variety of assessment strategies.

KSA L: Teachers know the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.

Suggested Topics
Not all need to be addressed.

- Appropriate questioning
- Assessment variety
- Formative/ Summative
- Timely feedback

- Adapted assessment
- Record keeping
- Reporting

Teacher evaluation including evidence:

Sturgeon School Division uses outcome based reporting with a scale of 1 - 5 for academic subject. At the beginning of his term Peter oversaw how this scale was used on assignment that were assigned by the mentor teacher. After I, the mentor teacher, evaluated the assignments Peter and I would discuss the score and provide examples in the work that supported grade that was given. Assignments were then graded by Peter and discussed with the mentor teacher to make sure that the correct score was

given. Peter created both formative assignment to lead his lessons in the direction of students needs, as well as summative scores for an overall grade to the outcome.

When creating and grading assignment Peter did so with IPP goals in mind. Assignments were adjusted to support the students goals as well as where each student's ability lends to. Students were evaluated using the required equity of their needs. On major projects not only were scores given, but comments of encouragement as well as areas of need for the next assignment.

Peter fulfilled Sturgeon School Division assessment policy by updating powerschool in a timely manner, under supervision, which is what he did with his assignments as well.

Management and Classroom Climate

KSA A: Teachers understand that contextual variables affect teaching and learning.

KSA G: Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.

KSA H: Teachers know the importance of respecting students' human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.

Suggested Topics

Not all need to be addressed.

- Class tone
- Rapport with students
- Student engagement
- Transitions
- Routines
- Conflict resolution
- Leadership

Teacher evaluation including evidence:

Following the routines set out by the mentor teacher Peter was able to identify the expectations set out for the students. In his time Peter attempted to continue these expectations and practices. On some occasions, near the beginning of his term, the expectations were not met, but Peter would ask for support to remind students of the expectations and regain what control was lost. By the end of the term Peter was able to maintain classroom rules and structure in a positive and support way for all learners.

Understanding Students' Needs

KSA E: Teachers know how to identify students' different learning styles and ways students learn and create multiple paths to learning for individuals and groups.

KSA F: Teachers know how to translate curriculum and desired outcomes into meaningful and incrementally progressive learning opportunities. Teachers understand the need to vary their plans to accommodate individuals and groups of students.

KSA I: Teachers know and use a broad range of instructional strategies and know which strategies are appropriate to help different students achieve different outcomes.

Suggested Topics

Not all need to be addressed.

- Planning that includes all students and learning styles
- Alignment of strategies to student needs
- Use of varied resources to differentiate instruction
- Assists all learners
- Understands contextual variables that affect teaching and learning

Teacher evaluation including evidence:

Upon arrival Peter was presented with information about student abilities and adaptations that were needed. He was then given copies of the students IPPs to help familiarize himself with specific needs of specific students. Using this information Peter planned lessons that address the needs of all the students. In math Peter had three levels of learners. Each lesson was planned in implemented to address all three levels. The EA was present to help with this implementation. One level was given lessons created and organized by Peter, but implemented by the EA. The other two levels were addresses by Peter. He would teach the lesson as whole group instruction, then the third level of learners would work in small group settings while the second level of learners worked independently.

In Language Arts, Peter has created a novel study unit. One student, struggles with reading, but comprehends well. Assistive technology has been used to help integrate this student the larger group. This student, under Peter’s direction, uses an iPad to listen to the novel, but completes the assignments as directed.

Differentiation is an area where Peter showed a lot of growth over the past 9 weeks. He has created scaffold assessment and assignments to meet the needs of the students.

Professional Qualities and Attributes

- KSA B: Teachers understand the legislated, moral and ethical frameworks with in which they work.
- KSA H: Teachers know the importance of respecting students’ human dignity by establishing relationships with students that are characterized by mutual respect, trust and harmony.
- KSA L: Teachers know the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.
- KSA N: Teachers know the importance of contributing, independently and collegially, to the quality of their school.
- KSA O: Teachers assess the quality of their own teaching and use this to develop and implement their own professional development.
- KSA P: Teachers guide their actions with a personal, overall vision of the purpose of teacher and they are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

Suggested Topics Not all need to be addressed.	<ul style="list-style-type: none"> • Work ethics • Initiative • Attitude • Commitment 	<ul style="list-style-type: none"> • Interpersonal skills • Energy • Appearance • Reflective 	<ul style="list-style-type: none"> • Collegiality • Team work
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Teacher evaluation including evidence:

Peter is one of the first individuals to arrive at school on a daily basis, and one of the last to leave. He has dresses in a professional fashion and show this same professionalism when working with other staff and students. He has his materials ready for the next day before he leaves the school the night before. He prepares his lessons well in advance and looks for as much feedback as possible to grow both as an educator and a life-long learner. Upon arrival Peter was enthusiastic to begin working with students as well as on extra-curricular activities. He helped all students involved in the Theatre Propsero production of “A Midsummers Night Dream,” practice and memorize lines in advance of the performance. He worked with fellow teacher Janet Westworth to coordinate lunch time practice schedules. He is in the process of planning the Christmas concert with the two music teachers at the school. He is taking his own time to construct sets for the upcoming play. His high energy and humor carry through from staff to students. In the classroom Peter is now clearly setting out what he would like to EA to do. He plans and organizes materials so that she to is prepared to work. In his time here he also set up a homework club allowing students time in the day to work on homework instead of heading out for recess.

Reflection and Self-Evaluation

KSA O: Teachers assess the quality of their own teaching and use this to develop and implement their own professional development.

KSA P: Teachers guide their actions with a personal, overall vision of the purpose of teacher and they are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience

Suggested Topics

Not all need to be addressed.

- Establishes specific strategies to meet professional goals
- Demonstrates oral/written reflective practices
- Engages in goal setting
- Communicates overall vision of teaching

Teacher evaluation including evidence:

Peter is very self aware. Before giving my input on a lesson I asked Peter to assess himself and the lesson that was presented. Peter is able to independently identify the strengths and weaknesses of this lesson. For example when working on a lesson in his newspaper writing unit he noticed that the students were becoming inattentive. At the time Peter continued through the lesson. After the lesson in our time of reflection he recognized that this inattentiveness was an area of concern. We discussed some refocus techniques that work well with this groups of students. Since that lesson Peter has been implementing these techniques with great success and a reoccurrence of has been prevented. After discussion and analysis together Peter is willing to take any and all suggestions and incorporate them into his next lessons.

Peter's vision of education, to bring students to knowledge and facilitate their access to it, emphasizing instruction on how to learn so that students can become life-long learners, is present in his lessons. When working on the Evidence and Investigation unit in grade 6 science, Peter is providing the students will materials to allow them to experiment with hands on activities similar to real life situations. He is planning on creating a real life mystery for the students to use their skills to solve.

Other Comments:

Student Teacher's Comments:

The weekend before my second last week at Camilla School, I was struck by a profound feeling of sadness at the thought that my AFX was coming to an end. It is not possible for me to overstate how much I have enjoyed myself the last nine weeks. From my mentor teacher Tara Kieser, to my Grade 6 students, to the rest of the staff and student body, everyone has helped make this an

absolutely phenomenal experience. I had the chance to put into practice much of what I have learned in my university courses. But I also learned a great deal by simply being in the classroom every day and being with the students every day. The feedback and guidance I received from my mentor teacher was immeasurable and has left me with a greater feeling of confidence than what I felt when I started at Camilla back in October. Much more than in my IFX, I had the feeling for a time that this class was my class and these students were **my** students. More than anything, this nine weeks confirmed me what I suspected all along – that I was going to love teaching. Being in front of the classroom, working with the students in groups or individually, was incredibly fulfilling and a lot of fun. While I naturally look forward to the day I have my own classroom, I can say unequivocally that I will miss this group of Grade 6 students, miss my mentor teacher and miss this school. I want to take this opportunity to express my whole-hearted thanks and appreciation to Tara Kieser for her guidance and mentorship, and to the rest of the staff at Camilla School for welcoming me and making me feel like I belonged here. I will miss everyone.