



**Faculty of
Education**

**University of
Alberta**

**Introductory Field Experience
(5 Weeks)**

**Field Experiences
Final Evaluation 2013-2014**

Student Teacher:

Peter Boer

Dates of Field Experience:

March 17th – April 25th, 2014

ID Number:

0365562

School Name & Address:

Bertha Kennedy Catholic Community School
175 Larose Drive, St. Albert, Alberta

Course:

EDFX 325

School Telephone:

780-458-6101

University Facilitator:

Janet Laroque

School District:

Greater St. Albert Catholic

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

Grade 6 – Language Arts, Social Studies, Phys. Ed.
and Mathematics.

Mentor Teacher(s):

Debra Kaplar

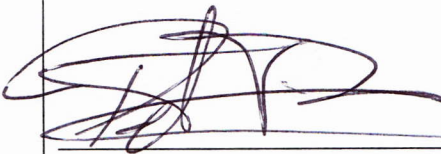
For this field experience, it is recommended that the Student Teacher receive a grade of: The student should receive credit.

Date:

April 24, 2014



Signature of Mentor Teacher



Signature of Student Teacher



Signature of University Facilitator

Signatures indicate that the University Facilitator and Student Teacher have received and read the evaluation report.

Distribution:

Students should retain the original signed Final Evaluation form for their own record. Please note that potential employers may ask for copy of this Final Evaluation.

A copy of this form will be returned 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 written permission of the student teacher.

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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Bertha Kennedy Catholic Community School is located in a middle-class area in St. Albert. It houses 202 students from Kindergarten to Grade Six. There twelve certified teachers, two administrators, a learning support facilitator, and eight support staff. There is also a district sponsored pre-school which runs half-day, and has eight special needs students and eight community students. Peter was teaching in a Grade six classroom comprised of 24 students. Four students in the class have IPP's and there are two teaching assistants in the classroom (one in the morning and one in the afternoon) and they work mainly with one of the four students. For math instruction, there are nine grade six students who come from a 5/6 classroom for all math instruction. Peter focused on Language Arts, Physical Education, Social Studies, and he began a Math unit on angles.

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:

Peter has been very well organized and prepared for all of the classes and lessons that he has taught. His long-range plans were multi-step, sequential, and covered a wide range of learning objectives and styles. The daily lessons that Peter laid out were also sequential, varied in delivery, and well thought out. Peter accounted for transitions, questioning strategies and techniques to evaluate the students' understanding and learning. The lessons and materials that he developed were at an appropriate level for the students. He was also very quick to adapt if the lesson required any adjustment. Peter was ready for the special education students in the class, and he made sure that they felt included in all aspects of the class. There were many prepared visuals and hands-on activities so the students could be actively involved and engaged in their learning. Peter's lessons showed a good understanding of the subject matter that he was teaching, and this also was apparent in his assessment of the learning.

Peter was always ready for the students, his materials were always gathered and prepared prior to class and he demonstrated an ability to choose a variety of resources to promote the learning objective. His lessons

followed a logical and organized sequence for each subject, which allowed all students to continue to build upon their previous knowledge. Peter also included provisions for the individual differences such as giving more time, additional guidance, and one-on-one instruction. The continuity of each lesson and transitions from one class to the next was effectively accomplished.

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 shown many skills during his practicum experience. Applying various strategies to help the students learn, and teaching through a variety of modalities, are skills that he has worked on and effectively presented. Peter used a wide range of technology during his lesson delivery, for instruction as well as student research and reference. This provided the students with effective and various approaches to learning. The students in class have access to laptops and Peter made sure that they were incorporated in his teaching. He engaged the students using a variety of techniques, which allowed every student to find something to relate and respond to. Peter made sure that he applied the suggestions that were given and used them to enhance his lessons. His understanding of the curriculum objectives was strong as it was easy to see which objectives his lessons were directed at. This was apparent in all of the subject areas that Peter took responsibility for during his brief five weeks.

Peter maintained an enthusiastic and positive attitude in all aspects of the classroom. Verbal instructions were spoken clearly and he made sure that every student understood the directions. He interacted with the students extremely well, and willingly re-explained the directions to the students in the class who required more one-on-one instructions. Through daily observations, anecdotal notes, and assessing students' daily work, Peter had a very good understanding of all students' strengths and areas of concern. For the students who still didn't understand the concept, he would review the skill again with the individual students until the concept was understood. The lessons he planned took visual, auditory and kinesthetic learning styles into consideration. Peter exhibited an ability to be adaptable, flexible, and resourceful as the circumstances necessitated, both in the classroom setting and with daily schedules. He is confident, enthusiastic and takes the initiative to get things done in an organized manner.

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:

Peter has a great rapport with the students that he is teaching. They respond to him and see him as an instructor in the classroom and the school in general. He has made some good gains with the behaviour students in the room and that is commendable. Peter has made himself available to the students at all times of the school day and has assisted students when they have asked at recess or lunch hour. He does not have difficulty speaking with the parents and added another layer of insight to the Parent-Teacher interview sessions that he attended in March. Peter is at ease in the staff-room and with the other adults in our school. He offered to teach a lesson on news articles, in the other grade six classroom, and did very well in that situation. The other classroom teacher was very impressed with his lesson and ability to present his lesson even though he was interrupted repeatedly.

Peter has a great delivery with his voice and tone. He is willing to use a wide range of inflection to perk the students' interest and he likes to use his drama background as well. Peter has been working on his print on the white or smart board and it has improved over the course of the practicum.

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:

Peter gathered a variety of information from the students to understand their learning needs, styles and their background knowledge. He took many notes, graded many assignments and developed assessment tools for the units that he was teaching. Peter was very timely with the students' assignments, and he provided appropriate feedback for all of the students in the class. The questions and assignments that were included in Peter's lessons were well thought out and were helpful in both formative and summative assessments of the students.

Peter was very proactive with the parents in the class, as he sent home a letter of introduction when he arrived. He attended all of the Parent-Teacher Interviews in March and provided useful comments and insights. He applied the parents' comments and concerns to the students as required and has daily checked the students agendas and has made sure that they were signed and ready for home.

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:

Peter always dealt with the students appropriately, professionally and in a positive manner. He was firm, fair, consistent, and he created a positive classroom environment. He treated the students in class and in the school with dignity and respect. Peter made sure that his behavioral and performance expectations were established, communicated, and understood by all of the students.

Peter had very good classroom management skills. As he taught or when students were working on a written assignment, he would circulate around the room to check if all students were on task and would redirect or assist the students who required his assistance. Behaviour problems were dealt with quickly, quietly, and with strong common sense and equity in mind. Praise of students on task, and proximity were some of the effective strategies Peter used to maintain effective management skills. Peter also used humour and relating to the students on a personal level to maintain a strong classroom environment. Attentive listening was always encouraged and thus the classroom climate was very conducive to learning. He always encouraged students to strive to do their best, to accept responsibility for their own learning as well as their behavior. Peter's rapport and genuine interest in the students provided a great classroom climate for learning. Student engagement in the lessons was maintained by constantly involving all students at their individual levels of ability. This made the classroom a wonderful and positive learning environment for everyone involved.

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:

Peter was very attuned to the needs of all students in the class. He was able to quickly identify the

individual needs of the students. Peter would offer additional assistance to the students who required more one-on-one help while making sure the students who excelled in their work were challenged with other activities. As he got to know the students better, he became familiar with their personalities, interests, challenges and abilities. Peter consistently encouraged each child be the best that they can be and always reminded them to be respectful and caring of each other. Students have different learning styles and Peter adapted his lessons accordingly. He modified the expectations and assessment format for students who were experiencing difficulties and required items to be adapted. He used various techniques to meet their needs such as; adjusting his questioning strategies, accepting answers that the student offered, and selecting special passages for the students to read orally, to include these students in the lessons and encouraged their success and engagement. Peter exhibited patience and understanding to the wide range of abilities within the classroom, and he worked effectively with each and every student to promote success.

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.

- Work ethics
- Initiative
- Attitude
- Commitment

- Interpersonal skills
- Energy
- Appearance
- Reflective

- Collegiality
- Team work

Teacher evaluation including evidence:

Peter is a positive, professional gentleman who has a genuine love of learning and sharing his knowledge. He demonstrated a professional attitude in all situations, and continually tried a variety of teaching techniques to see what methods worked best for his students and himself. Peter also demonstrated an eagerness to fully explore all aspects of this experience. He was always ready to lend a hand, with classroom activities, school theme days, school projects, and extra curricular activities. He participated in supervision duties, all school celebrations, Parent-Teacher Interviews, staff meetings and professional development days.

Peter assisted with the running club every Tuesday and Thursday morning, and this helped him get to know other students in the school. The students of running club saw him as a teacher in our building and this goes to show how he conducts himself in all school situations. Peter also came with the team to the Klondike Relays, and was an integral part of our coaching team. The parents and the other staff members have noticed all of the extras that he has contributed to the school, not just the grade six class. He took the initiative to offer his expertise in writing news articles to the other grade six students by delivering a lesson to them, which was really appreciated by the other classroom teacher.

Peter is committed to teaching and sharing all he knows with young people. He enjoys seeing a student grasp a difficult concept and make it their own. He strives to ensure that all students are engaged and learning to the best of their ability.

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 kept reflections, questioned himself and was always ready for our discussions to assist his growth during this practicum. I believe that this helped him track the progress that he continually strived for in this teaching experience. His deep reflections and ability to see more than one side of a situation demonstrated insightfulness and an awareness of his strengths and areas where an alternate approach might have been more effective. Suggestions were positively accepted and he had a great desire to refine all of his skills. Peter showed an eagerness to explore this experience and to enhance his teaching abilities. Recording daily observations about his teaching, and in depth reflection about his own performance, ensured that he continued to refine his skills throughout the practicum. Peter's personal philosophy and teaching style is developing well, as he always remains open to suggestions and wants to be the best teacher he can be.

Other Comments:

Peter possesses a natural ability for working with students. He is an organized, dedicated, and enthusiastic person, who is able to engage students academically and personally. He is able to accommodate for the individual differences of the students, and ensure that they understand. Peter presented himself as an approachable, easy-going, humorous person. He developed an excellent rapport with the students very quickly, and they knew that he truly enjoyed working with them. His dedication to the teaching profession is very apparent and I believe that he will be a valuable team player in his future teaching career.

I am pleased to have had this opportunity to work with Peter and am impressed with the work that he has done during his short time in my classroom. The students and I are sorry to see him go, and we will miss having him in our class and school.

Student Teacher's Comments:

It has been an amazing last five weeks and it is hard to believe it is already over. This experience has been invaluable as a student teacher and I was privileged to work with such an amazing group of Grade 6s as well as such a patient, talented and experienced mentor teacher and such a supportive group of staff at Bertha Kennedy. What I learned in the last five weeks is almost immeasurable, not just in its quantity, but in its overall value. It also made clear that there is still much to learn. I was given the opportunity to teach many different subject and was able to experiment with different teaching strategies and methods. Mrs. Kaplar was always there to lend support, experience and a degree of security that helped me feel more comfortable in the classroom. She also had many helpful suggestions and ideas, which I always tried to incorporate in my day-to-day teaching experience.

While I learned a great deal in my time at Bertha Kennedy, I can also say that I genuinely enjoyed myself. I am enormously grateful to Mrs. Kaplar, the students of 6K and the entire staff at Bertha Kennedy for allowing me into their school for this last five weeks. I will miss everyone very much but hope to stay connected with the school into the future.