



UNIVERSITY OF ALBERTA

FACULTY OF EDUCATION

Advanced Field Experience Final Evaluation

Field Experience Information:

Student Teacher: Lorie Penner

Last Name: PENNER First Name: Lorie

ID Number: 1456723 Course Number: EDFX 425

University Facilitator:

Last Name: Sinclair First Name: Patti

Mentor Teacher:

Last Name: Perich First Name: James

Placement Information:

Start Date (dd/mm/yyyy): 12/02/2018 End Date (dd/mm/yyyy): 04/27/2018

Subject(s) and/or Grade Level(s): Grade Four - Math, Science, Language Arts, Music, Art

School Information:

School Name: Holy Family School District: Red Deer Regional Catholic Schools

School Address: 69 Douglas Ave Postal Code: T4R 2L3

School Phone #: 403 341-3777 City: Red Deer, AB

Distribution:

Students should retain a 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 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 time according to the faculty's retention schedule; 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.

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

Final Grade (Credit or No Credit): Credit **Date (dd/mm/yyyy):** 27/04/2018

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.

For each **category**, the **Mentor Teacher** should provide **comments that reflect strengths and areas for growth in each category**. Evidence and specific examples should be provided.

You **do not need to fill the space** provided; recommended length is 200-300 words per category. Write only enough to provide necessary evaluation and evidence. Please **do not exceed the space provided**, as lines of text that extend beyond the text box will not appear on printed copies; there is space for extra comments at the end.

Use the **KSAs and suggested topics** as they relate to the category to **guide** your comments, not all need to be addressed.

Description of the school and context of teaching

Suggested Topics (Not all need to be addressed): school size, urban/rural, special programs, class size, special needs students in class, number of teachers, etc.

Holy Family School is located in central Red Deer, Alberta. Lorie Penner worked in an elementary school with a population of about 500 students from pre-kindergarten to grade five. Lorie's practicum assignment consisted of a grade four classroom of 24 students. The classroom is made up of a range of levels and needs. One particular student contained a multiple disability code while another student was identified with a communication disability (code 57). The class was also made up of a population 21 percent English Language Learners. In addition to a mentor teacher, Lorie also worked closely with an educational assistant.



Category 1: Preparation, Planning and Organization

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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. Teachers understand the need to vary their plans to accommodate individuals and groups of students.

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

Suggested Topics (Not all need to be addressed): curriculum expectations, content knowledge, lesson plans, organization, time management, diverse learning needs, etc.

Lorie is a well-planned teacher. She creates online units and lessons with clear objectives, activities and assessments. She is able to plan and deliver lessons that provide a balance of challenge and support. Her lessons also contain important links which are shared with students on google classroom. Other planning tools Lorie uses include a large organized binder divided by subjects and lessons. Materials are carefully organized into labelled bins. Thoughtful considerations is made when organizing students into groups based on social skills, academic level and the interests of the student learner. Lorie shows a high level of competence when preparing and planning lessons.



Category 2: Teaching Skills and Strategies

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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. 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.

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

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

Lorie uses a variety of instructional strategies. Some of these include student generated questions, KWL charts, review and closure, technology, direct instruction, google slides, think/pair sharing, discovery learning through games, experiments and observations. She often models and provides a sample, as a guide for students' learning (optical device, bookmark, personal time -line, plants). She is also able to make connections across curricular subjects - making data graphs (favourite ice cream) in Language Arts. Lorie is very effective in captivating the student's attention and making their learning meaningful. She is a very creative teacher and often goes beyond the task to make learning fun. For World Math Day, she set up fun math game stations. She uses her strong background and work experience to enrich her lessons by sharing personal stories and bringing in personal items into the classroom. She even brought fresh fruit in one Friday to encourage students to eat nutritious food. Lorie also did an exceptional job in developing an effective book club with appropriated levelled books for each group. She has come to realize the importance of keeping her lessons simple with very clear objectives and instructions. She has shown positive growth in this area and continues to improve.



Category 3: Management and Classroom Climate

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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, routines, rapport with students, conflict resolution, student engagement, leadership, transitions, etc.

Lorie uses a positive tone when dealing with classroom management. She is quick to monitor the class for on-task behaviour and intervenes appropriately when necessary. She uses positive reinforcement on a daily basis (thank you for listening, I like the way...). The students respond very well to her positive nature. Lorie uses daily routines that involve writing the students' schedule on the whiteboard, as well as listing materials for each lesson. Lorie has shown positive improvement in using wait time to gain the student's attention before starting her lesson. She understands that meaningful and engaging lessons help to alleviate behaviour problems. Lorie recognizes her need for improvement with student transitions.



Category 4: Communication

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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. Students and teachers use technology to present and deliver content and to 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, communication with parents/guardians, listening skills, teaching/learning technologies, voice and language, etc.

Lorie uses a very calm and gentle voice. She has bonded exceptionally well to the students she has taught this term. Her written work is neat and organized. Her open and honest approach with students is evident daily as she shares many personal stories related to her lessons. She has made an honest effort to use classroom friendly language. Her directions are usually clear and sequential. She also shares a good sense of humour when interacting with students. Lorie is very effective in using technology to communicate learning with her students and parents.



Category 5: Assessment Strategies

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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

Suggested Topics (Not all need to be addressed): appropriate questioning, adapted assessment, assessment variety, record keeping, formative/summative, reporting, timely feedback etc.

Lorie uses formative and summative assessment to help students grow in their learning. She often circulates throughout the classroom giving immediate feedback on ways students can improve their work. Lorie uses her assessment data (observations, quizzes and tests) effectively. In the Multiplication Unit, she was quick to adapt and reteach key concepts, as a whole class or in small groups, to ensure understanding before moving on to new concepts. Students are provided with effective, timely feedback throughout her lessons. Lorie has come to realize the importance of using student friendly language when discussing rubrics as a tool for assessment. Lorie also affirms those demonstrating progression towards learning goals and supporting those experiencing difficulties. Lorie did a great job supporting students in LIFT classes that offered intervention for literacy and math. She made an honest effort to provide specific feedback for the students to improve their learning. She understands the importance of using a range of assessments. Lorie has a good grasp of effective ways to assess a variety of student learners.



Category 6: Understanding Students' Needs

Related Knowledge, Skills and Attributes (Not all need to be addressed):

- 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, etc.

Lorie is very attentive to a variety of student needs. In math class, she has provided students, who complete their work early, with extra enrichment activities that are engaging and stimulating for the students. She often has activities (learning center) for students requiring a challenge. She also plans for struggling students by accommodating their needs through levelled activities. She communicates well with our educational assistant as she provides differentiated learning activities to meet the needs of a student several grades below grade level. Lorie is particularly effective working with students that show high anxiety. She approaches these students with calmness and listens attentively before making suggestions to help the student. She works very hard at creating a safe inclusive learning environment to meet the needs of a variety of learners.



Category 7: Professional Qualities and Attributes

Related Knowledge, Skills and Attributes (Not all need to be addressed):

KSA B: Teachers understand the legislated, moral and ethical frameworks within 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 how to develop and implement strategies that create and enhance teacher, parent, and student partnerships.

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. Moreover, 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, interpersonal skills, collegiality, initiative, energy, team work, attitude, appearance, commitment, reflection, etc.

Lorie is a true professional and life-long learner. She interacts well with staff, students and parents in a very respectful manner. During parent teacher interviews, she was quick to introduce herself and make positive comments regarding a child's progress. She also provided parents with information on ways to improve their child's work. She creates a very warm and welcoming environment. This was evident during interviews when she provided cupcakes and juice for parents, along with a large Welcome sign. Lorie brings a professional approach to teaching. Lori is very adaptable and a team player. She is quick to volunteer when the need arises. Lorie has been involved in many extra curricular activities. For the Gymnastic Unit, she helped set up an obstacle course called "Mission Impossible." She worked closely with our School Wellness Team and a nutritionist from Alberta Health to lead a student session on nutrition. She also volunteered to cook for our school's Shrove Tuesday breakfast. Lorie approaches all school tasks in a professional manner and with a passion and love for learning.



Category 8: Reflection and Self-Evaluation

Related Knowledge, Skills and Attributes (Not all need to be addressed):

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. Moreover, 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, etc.

Lorie reflects well on her own teaching and from that, makes an effort to improve her teaching. Lorie changed her lessons based on multiplication and division assessments. She was quick to adapt her math lesson using manipulatives and classroom review to accommodate where the students were at. She willingly accepts constructive feedback and uses it as a foundation for growth. Her self-reflection is honest and guides her next steps.



Additional Mentor Teacher Comments:

Student Teacher Comments:

In reflection of my AFX practicum placement and the Teacher Performance KSAs, I feel professionally competent and I recognize specific areas where I can continue to grow professionally.

My strengths include planning and teaching by challenging students in a safe learning environment. I understand the importance of engaging students through well-planned lessons that meet a wide variety of learning styles. I infuse technology throughout my planning, using Google Classroom as my platform. I build instructional strategies that complement the learning objectives and draw in cross-curricular connections.

I am improving with making pedagogical connections across grades within a subject area. I recognize when students have a gap in their prior learning, and I understand the importance of scaffolding this learning.

With classroom management, I have significantly improved my wait time for student readiness in the classroom. In addition, I have gained solid skills with giving explicit instructions during transitions.

I believe that my greatest strength is my communication skills. Fostering relationships with students, co-workers, and parents/caregivers is my professional priority. I feel confident in my interpersonal skills. I firmly believe in the strength of a school community starts with building relationships.

I also implement a variety of assessment strategies into my teaching. To provide a fair and accountable assessment, students need the opportunity to demonstrate their learning in a variety of ways. I am also aware of how important it is to change my planning to the needs of my students.

My learning and teaching experiences at Holy Family School have given me the attitude, skills, and knowledge to feel confident that I understand the legislated, moral, and ethical framework is that is required to be a professional teacher.