



FACULTY OF EDUCATION
Professional Programs

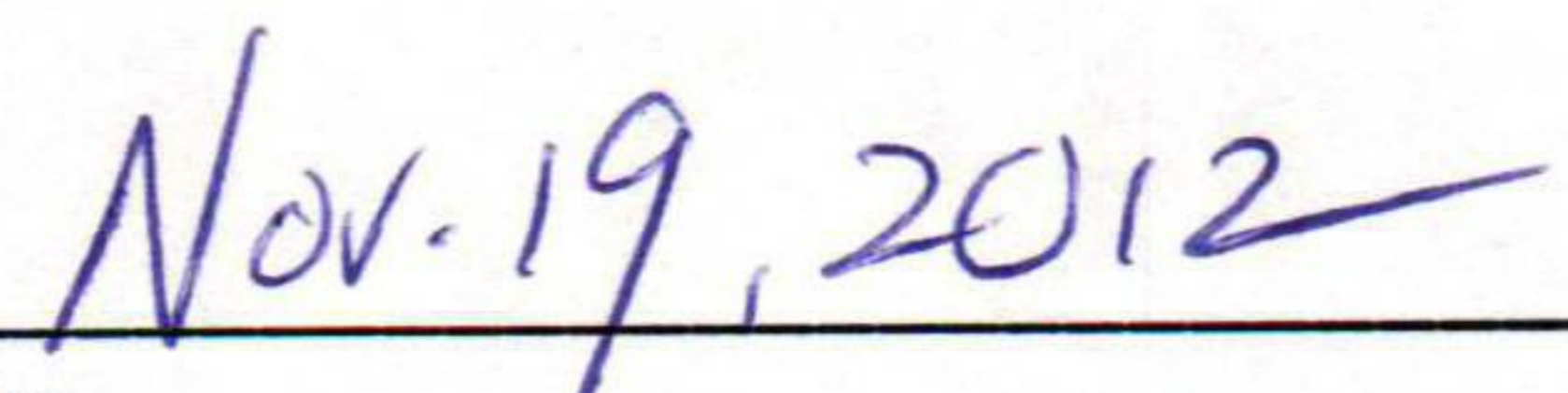
EDUCATION 405
FINAL EVALUATION REPORT
Faculty Associate Form

Student's Surname	Keck	First and Middle Names	Heather Lara Anne
Student Number	973008154	Module	Literacy in the Urban Classroom
Grade Level(s) / Subjects Taught	Grade 7	School	Coast Meridian Elementary
School District	Surrey (36)	Semester	Fall 2012
Faculty Associate	Diana Ellis	School Associate(s)	Netonia Speller

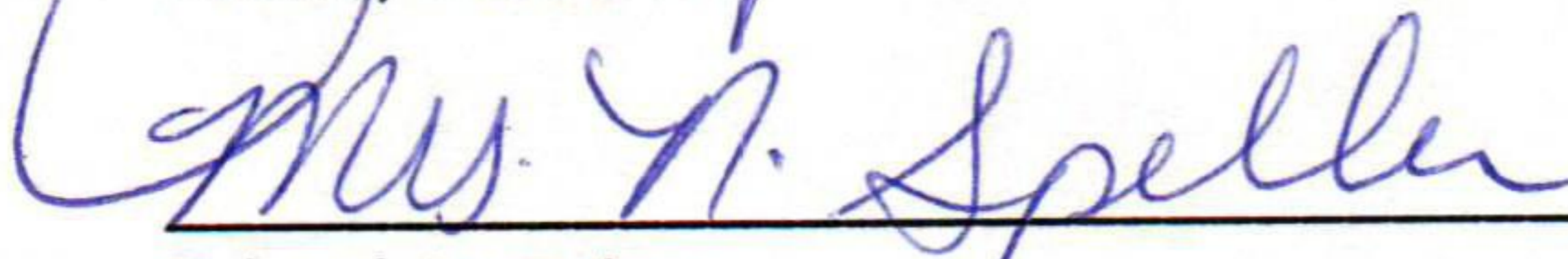
Please sign



Faculty Associate

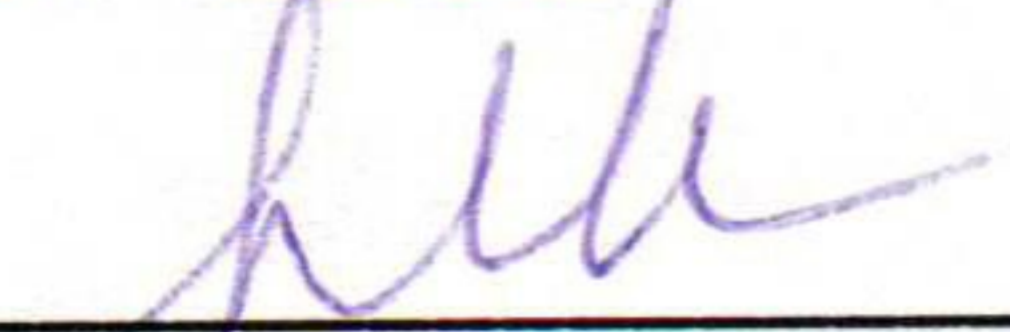


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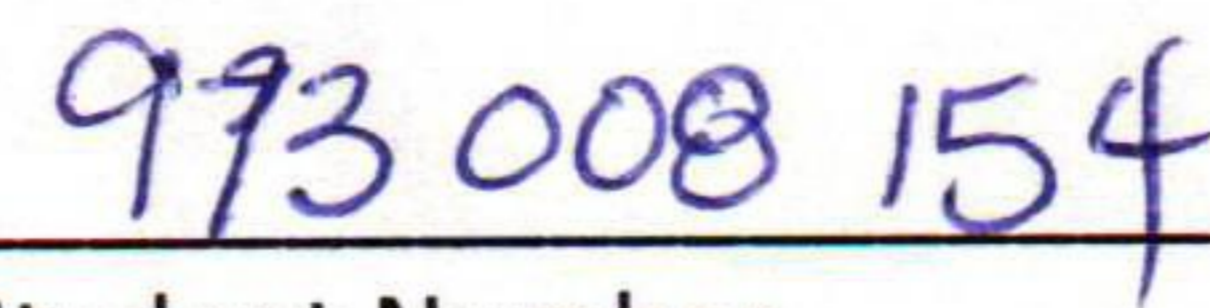


School Associate

School Associate



Student Signature



Student Number

Return to: Professional Programs, Faculty of Education, Simon Fraser University, Burnaby, BC V5A 1S6

THIS FORM IS NOT INTENDED TO BE USED AS A REFERENCE LETTER

Education 405/406 FINAL EVALUATION REPORT

This evaluation report provides a record of your growth and development, to date, towards professional competence as it is articulated within the Professional Program Goals from the Faculty of Education at Simon Fraser University. The evaluations included within this document indicate the extent to which you have demonstrated progress along particular professional pathways relating to the program goals in your 405/6 semester.

The questions to be reflected upon when writing your evaluative comments are the following:

- What are some of your strengths?
- In what areas have you grown?
- In what areas is further growth necessary?
- What significant examples support these judgments?

These are difficult judgments to make and, therefore, must be informed by cumulative observation and reflection of your work over the course of the semester. By including specific and significant examples, you will provide evidence to support these judgments.

It has been a pleasure to be a part of Heather's journey toward becoming a teacher. Her commitment to teaching and learning has resulted in the successful completion of her EDUC 405 practicum and the final phase of the Professional Development Program at Simon Fraser University.

The predominant theme of the LUC module, *Literacy in the Urban Classroom*, focuses upon literacy development, assessment and differentiated instruction. Student teachers are encouraged to examine the diverse issues facing the educational, school, and classroom communities in which they complete their practicum experiences.

Heather has completed her final practicum in a Grade 7 classroom at Coast Meridian Elementary School in the Surrey School District. Heather has been successful in this classroom environment, and therefore, I am pleased to recommend her for certification.



A. The Student Teacher As A Growing Professional

Goal 1: The development of a clear, coherent and justified view of education:

- That demonstrates understanding of the place of education as contributing to the creation of an open, pluralistic and caring society;
- That articulates the content, methods and institutional arrangements that are relevant, worthwhile and appropriate for the education of children;
- That speaks to a personal vision of what one can achieve as an educator;
- That is continually and consciously reshaped through experiences with a variety of learners in a range of socio-cultural contexts;
- That is informed by understanding of the historical and contemporary legacies of imperialism and colonization on the education system of British Columbia;
- That realizes the powerful, and sometimes negative, impact that our Eurocentric education system has had, and continues to have, upon students.

Goal 2: The development of a clear commitment to lifelong and lifewide learning:

- That manifests in openness to considering alternatives and possibilities;
- That is rooted in the development of reflective capacities;
- That engages in the wide range of subject-based practices that inform the practice of teaching;
- That is demonstrated in the ability to form and reform ideas, methods, techniques;
- That upholds standards of excellence inherent in various forms of inquiry;
- That sets an example for students and stimulates them to be continuous learners.

Goal 3: The development of a clear commitment to uphold the principles that should govern a democratic and pluralistic community:

- That is sensitive to the position of privilege, power, and trust in which teachers are placed;
- That recognizes that teachers are role models who are rational, reliable, responsible and responsive;
- That is demonstrated by thoughtful and self-initiating behaviour that is reflective, positive in outlook, genuine, non-defensive and non-judgmental.

Goal 4: The development of a clear commitment to maintain ethical and functional working relationships with all members of the educational community:

- That is open and responsive to feedback and constructive criticism;
- That is demonstrated through significant, on-going dialogue and collaboration with colleagues, students, parents and others in the educational community;
- That show care and respect for every student;
- That is authentic, transparent and honest;
- That communicates openness to other worldviews, belief systems and points of view;
- That reflects humility and consideration for others;
- That results in an increasing level of personal resilience.

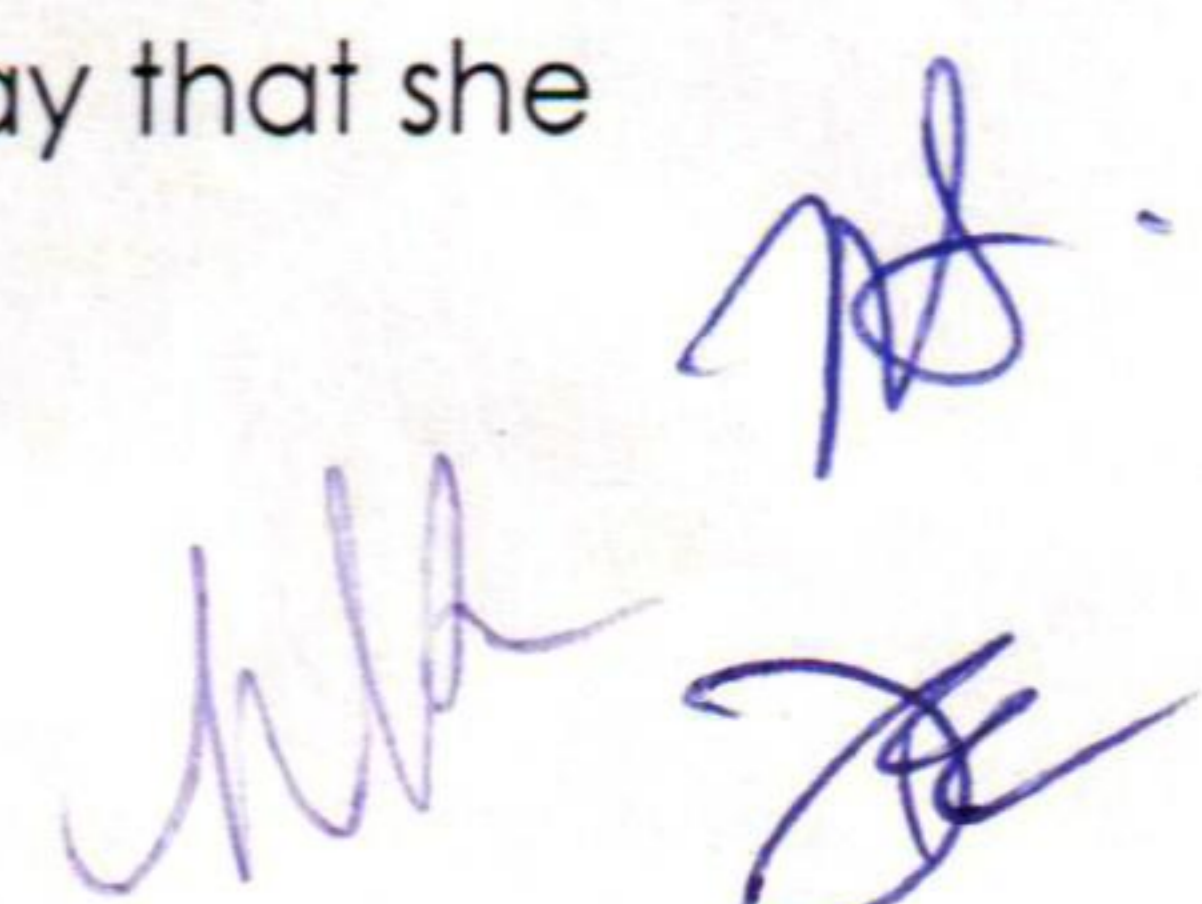
Goal 5: The development of knowledge about curricular content, educational theory and effective practice:

- That demonstrates the ability to communicate effectively in English or French;
- That demonstrates the ability to understand and work with subject-specific content seen through Canadian, Indigenous and global lenses;
- That sees opportunities for cross-curricular and cross-cultural connections;
- That is cognizant of how individuals and groups of students learn;
- That demonstrates the understanding and ability to create purposeful, contextually-relevant lesson and unit plans;
- That is aware of current, and varied, evaluation and assessment practices;
- That is rooted in a strong sense of what is best for particular students in particular situations.

It has been exciting to watch Heather develop into a new teacher. Since I was her primary FA in her 401/2 term, I have had the opportunity to watch Heather's growth since the beginning of the program. She has matured into an open life-long learner who is not afraid to admit that she is wrong or that she needs help. She has learned to welcome feedback from her School Associate and Faculty Associate in a non-defensive manner and then quickly integrates the suggestions into her teaching practice.

Heather has come to the teaching profession after a number of years working as management in a retail setting. This experience has helped her in a number of ways. First, during some difficulties with getting reflections and assignments into her FA on time, Heather used her understanding of due process to remain open to, and welcoming of, suggestions and strategies for help. I am very pleased to say that she was able to successfully resolve these issues.

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Second, Heather brings a wealth of technological expertise to the profession—it is a strength of hers. Not only did she present a workshop on incorporating tech in the classroom at the provincial Pro-D Day in October, she also co-facilitated a similar workshop at her own school and has been asked to repeat the workshop at a future conference of the Computer Using Educators of BC. Heather also used technology in the classroom on a daily basis. By using a document camera, projector, Smart board, iPads, laptops, cellphones, and a portable document scanner, she was able to seamlessly use technology to increase student engagement and comprehension.

Third, Heather has used her communication skills (developed as a manager) to facilitate positive interactions with parents and the school community. She is able to communicate in a calm and clear manner and effectively problem solve so that all parties feel "heard".

B. The Student Teacher and the Pupils

Goal 6: The development of the clear commitment to respect and celebrate students:

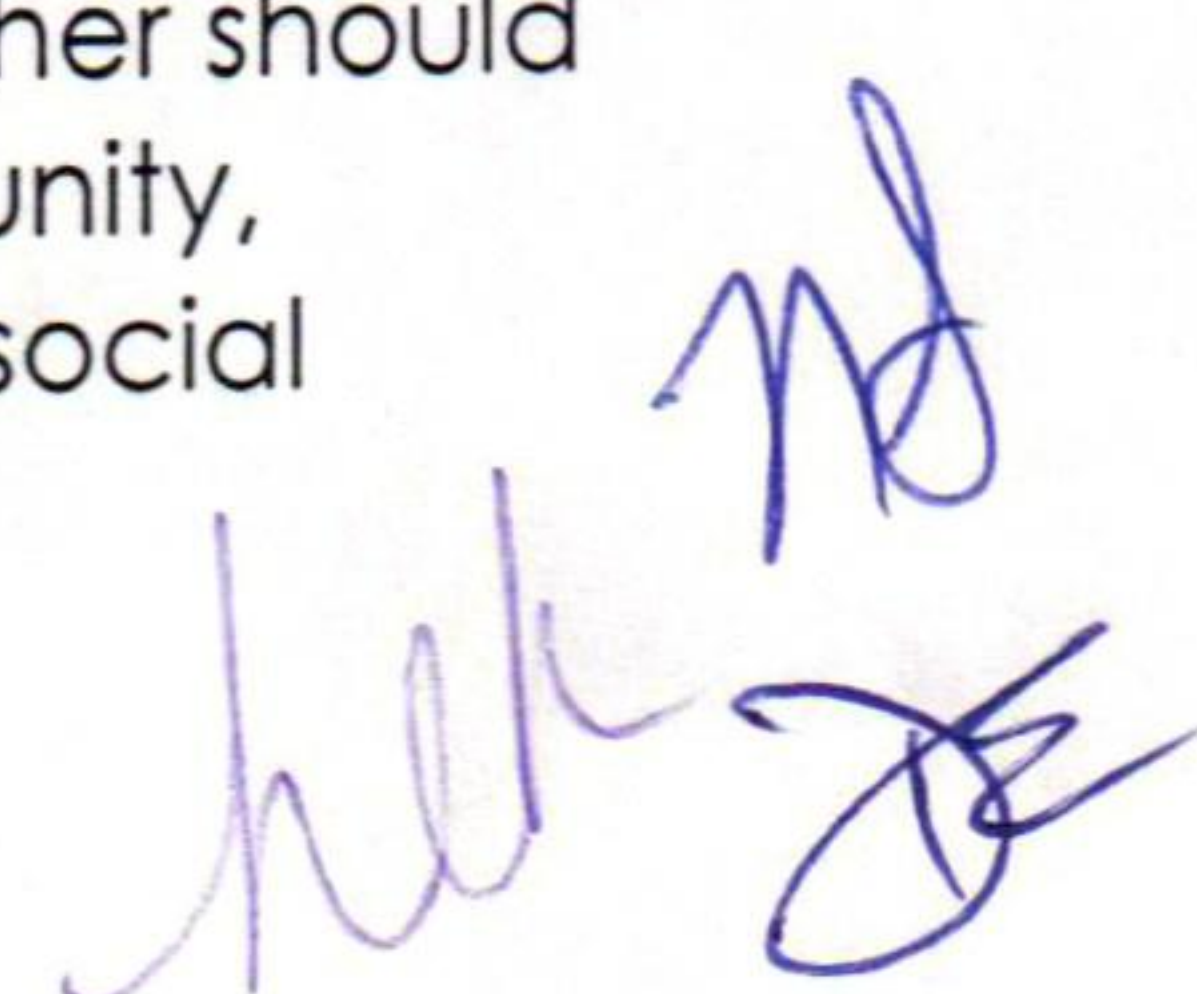
- That demonstrates respect and dignity for students as persons with varied interests, needs, backgrounds, points of view, plans, goals and aspirations;
- That demonstrates care for students and their individual development;
- That celebrates the diversity in our classrooms, schools and communities;
- That demonstrates the understanding of how Indigenous epistemologies and pedagogies create opportunities to meet the needs of all learners;
- That demonstrates the ability to observe, understand and respond respectfully to all students: including students with developmental disabilities, students for whom English or French is an additional language, and students of Aboriginal ancestry.

Goal 7: The development of the ability to create a caring, cohesive community of learners:

- That places students at the centre of decision-making;
- That communicates openness;
- That demonstrates tolerance for uncertainty;
- That celebrates and appreciates the spirit of inquiry;
- That demonstrates the ability to be a thoughtful and sensitive observer of what goes on in the classroom.

I have seen tremendous growth in Heather's classroom management over the course of this practicum and since her first practicum in the spring. Early in her practicum Heather was working on mastering the techniques of setting clear expectations, utilizing wait time and proximity effectively. As her practicum progressed her behaviour management developed steadily. It was a pleasure to see her ability to establish a working relationship with her students. Her expectations were clear. She was very good at communicating her behavioural expectations explicitly. She would think about possible problems that could arise, and be specific about the behaviours she expected to see and those that were not appropriate. As Heather began to focus on incorporating more hands-on activities that had students up out of their desks, her behavioural expectations were foundational for the success her students experienced participating in her lessons.

Heather interacts with her students in genuine and authentic ways. She respects them and it is obvious that they respect her. In her credo, Heather says, "a teacher should manage her classroom through honest feedback, building a good community, modeling and demonstration of problem solving, social responsibility, and social



justice." She has worked at implementing that philosophy into her classroom. She is firm but fair with discipline, gives clear feedback regarding academic progress, and has begun to work with her class on social justice issues. For example, she was able to take a group of students to the WE day event that inspires children to become part of social change. She was also able to spend time talking to her class about the impacts of war during their preparation for Remembrance Day.

Through her practicum, Heather has demonstrated growth in her ability to respond to students with learning differences. She has begun to differentiate certain activities (like math drills) based on her assessments of student abilities. I am confident that this will be an area in which Heather will continue to grow throughout her teaching career.

C. The Student Teacher and the Curriculum

Goal 8: The development of the ability to create opportunities for learning:

- That access and engage students' ability to think and learn through their minds, bodies, and hearts;
- That are significant, relevant and matched to students' intellectual, physical, social, emotional, aesthetic and vocational development;
- That are responsive to students' individual learning needs;
- That are consistent with learning objectives and the principles of learning described in provincial integrated resource packages;
- That utilize relevant learning resources and technologies;
- That are conducive to the development of critical thought processes;
- That are sensitive to issues of social equity and cultural diversity;
- That incorporate assessment as foundational in planning.

Goal 9: The development of the ability to blend theory and practice in well-organized ways:

- That relies on the ability to critically examine one's own practices and experiences;
- That includes the ability to recreate, re-invent, re-constitute or discard practices that have been tried and found to be ineffective to individual and/or group learning needs;
- That encourages interpersonally sound working relationships among students;
- That motivates students to take ownership of their learning;
- That cultivates a disposition towards inquiry in the classroom.

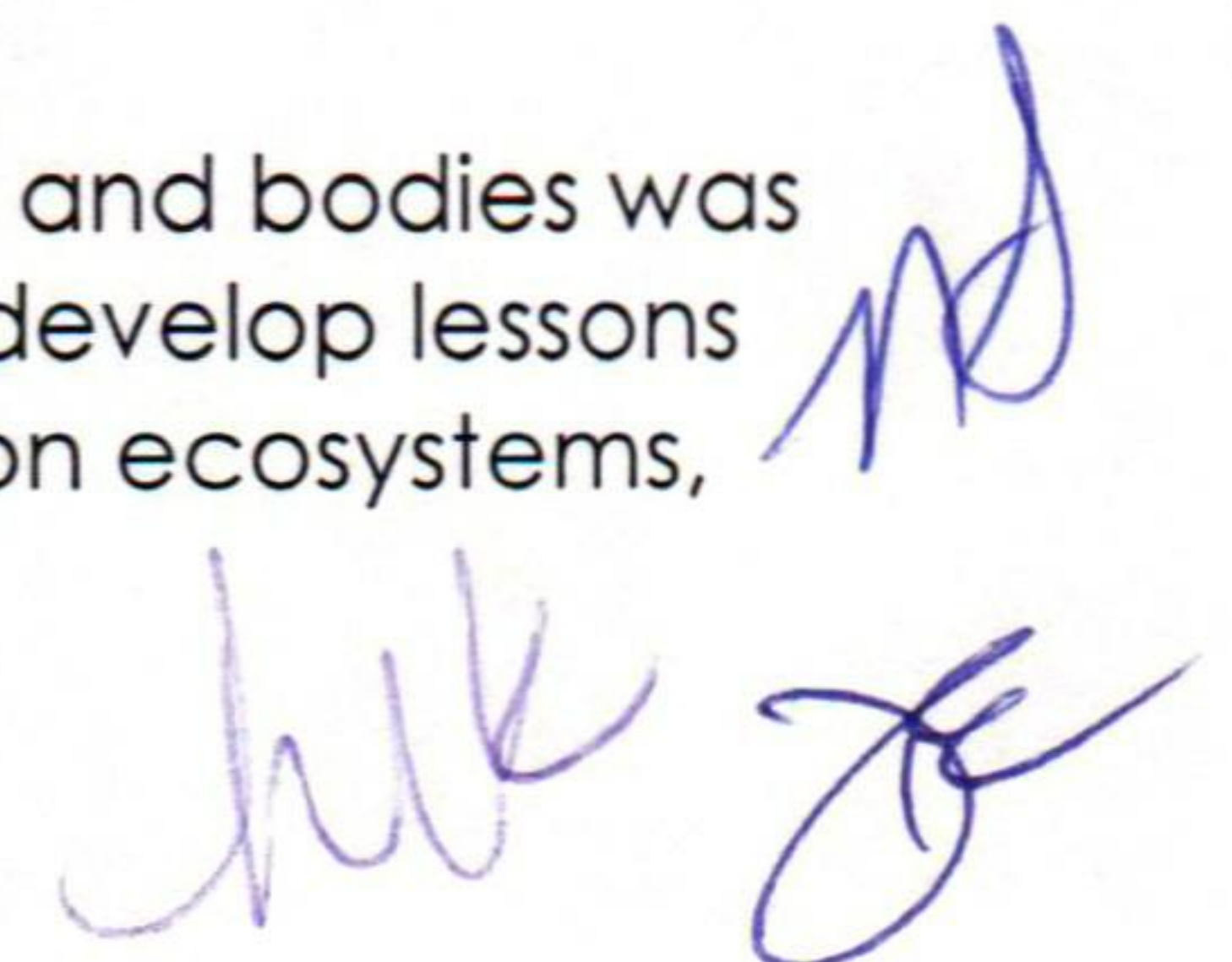
Goal 10: The development of ability to use assessment and evaluation practices in a thoughtful and ethical manner:

- That make use of varied practices of assessment that are congruent with learning goals;
- That respect the dignity of each learner;
- That acknowledge the personal, relational, social and cultural perspectives that frame evaluative commentary on student growth and development;
- That demonstrates the understanding that assessment, in its many guises, is foundational to effective and powerful learning.

Heather has clearly demonstrated the ability to put educationally sound curriculum ideas into practice in well-organized ways. She was well prepared for lessons, with materials and activities appropriate for her goals and her students' needs. Heather worked hard throughout her practicum and was very diligent about preparing worthwhile learning experiences for her students. She could take the Prescribed Learning Outcomes for her grade level and develop unit and lesson plans that had learning objectives that built logically to the end goal.

Engaging students' ability to learn and think through their minds, hearts, and bodies was a midterm goal for Heather. During her practicum, Heather worked to develop lessons that actively engaged her students. For example, for a science lesson on ecosystems,

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groups of students built closed-system ecosystems in bottles complete with live crickets, fish, snails, earthworms, and plants!

One of Heather's greatest growth areas this term was decreasing teacher talk and increasing student interactions. For example, in a math lesson on percentages, she had students "polling" each other regarding their eye colour, working out the percentages in small groups, and finally, having student volunteers teach the rest of the class about what they had discovered.

Over the term, Heather used a variety of assessment practices in her classroom. For example, she implemented peer evaluations for art, used self-evaluation in PE and art, kept anecdotal comments and checklists, and administered traditional exams and quizzes. She also helped write interim reports and term-end report cards and provided her School Associate with term-summative grades for all the students. I am sure that this is a topic where she will continue, like all beginning teachers, to make adjustments to her practice, incorporating all aspects of Assessment Of, For, and As Learning.

D. Please make any other comments that have not been addressed in the evaluative comments above.

Heather has embraced the journey of PDP and taken to heart the dispositions that are valued in our program. She has demonstrated continued development in all of the teaching competencies. I am pleased to see the progress she has made throughout her practicum and her commitment to the teaching profession.

I am happy to recommend Heather for teaching certification.

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