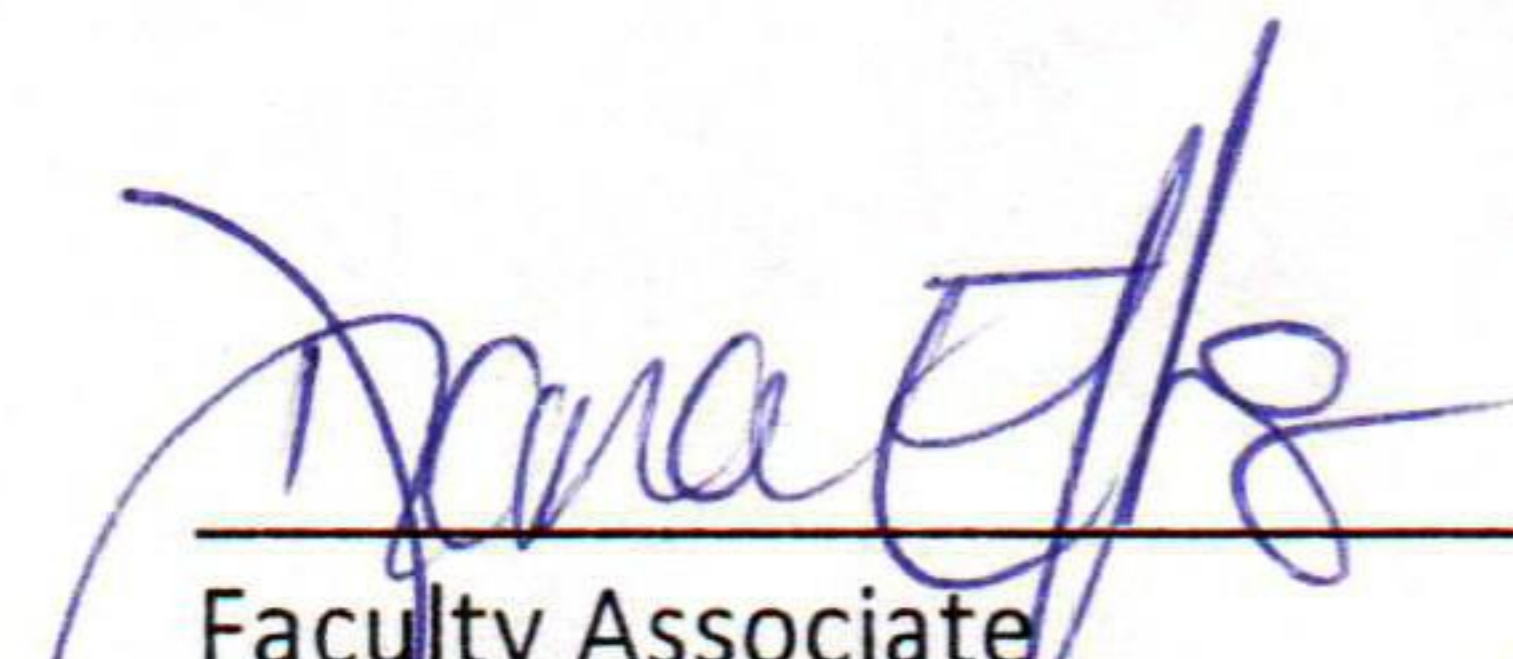


FACULTY OF EDUCATION
Professional Programs

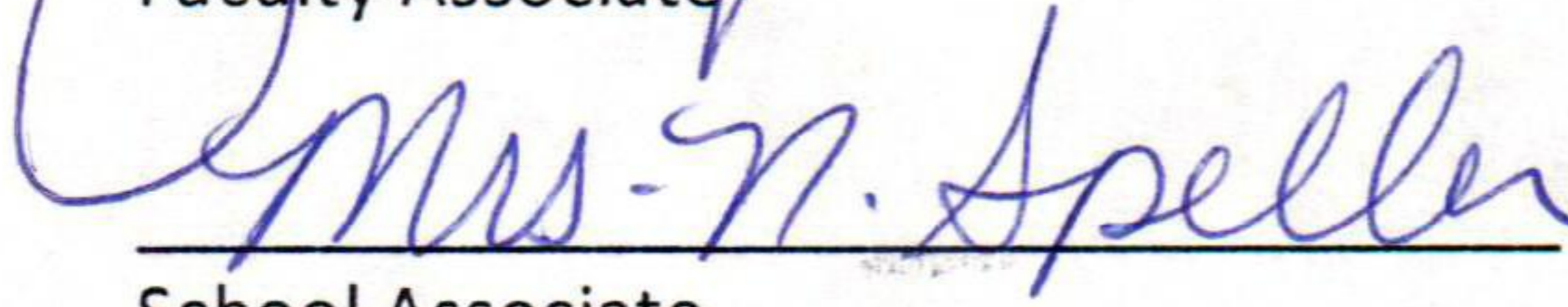
EDUCATION 405/406
FINAL REPORT
Student Teacher Form

Student's Surname	Keck	First and Middle Names	Heather Lara Anne
Student Number	973008154	Module	LUC 2012
Grade Level(s) / Subjects Taught	7/all	School	Coast Meridian Elementary
School District	Surrey SD 36	Semester	Term 1 2012
Faculty Associate	Diana Ellis	School Associate(s)	Netonia Speller

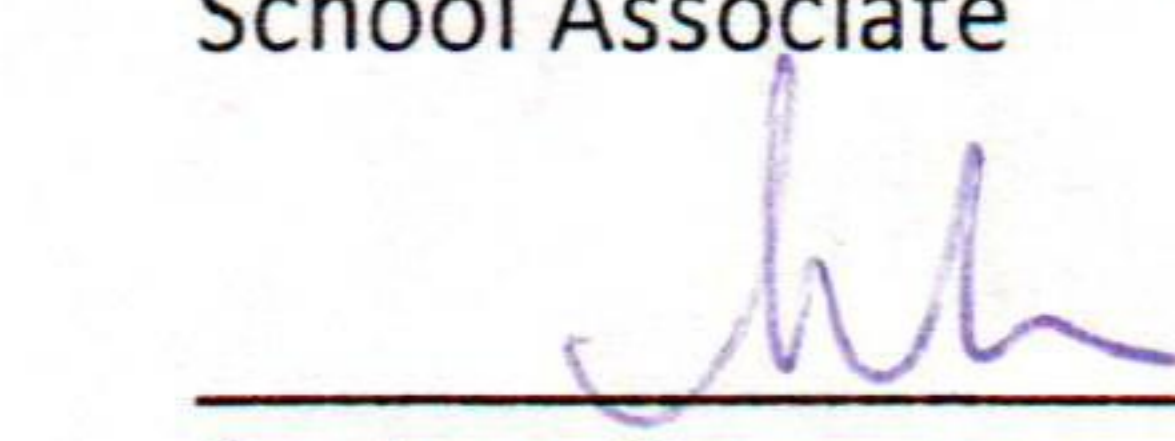
Please sign



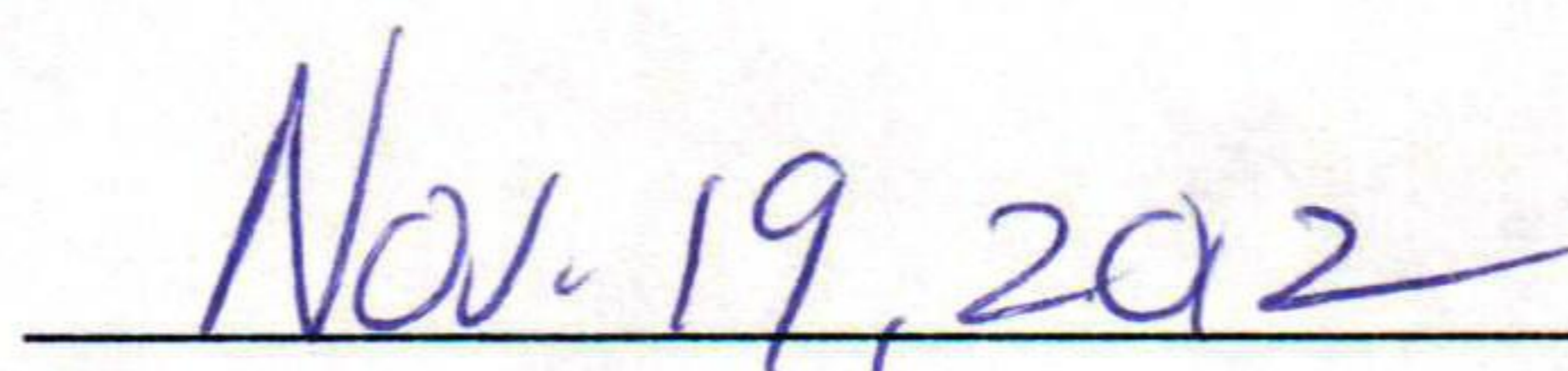
 Faculty Associate



 School Associate

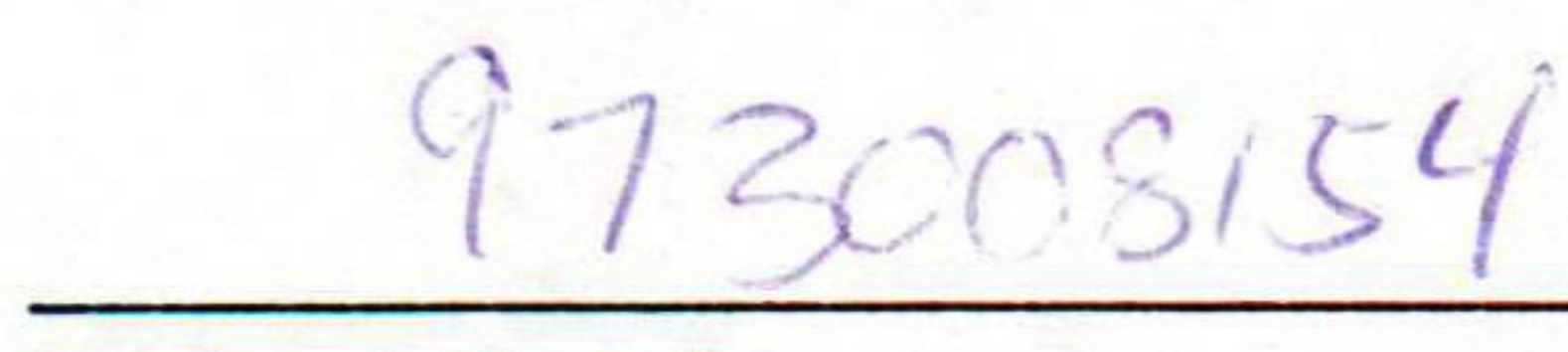


 Student Signature



 Date

 School Associate



 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.



A. The Student Teacher As A Growing Professional (Goals 1 – 5)

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:

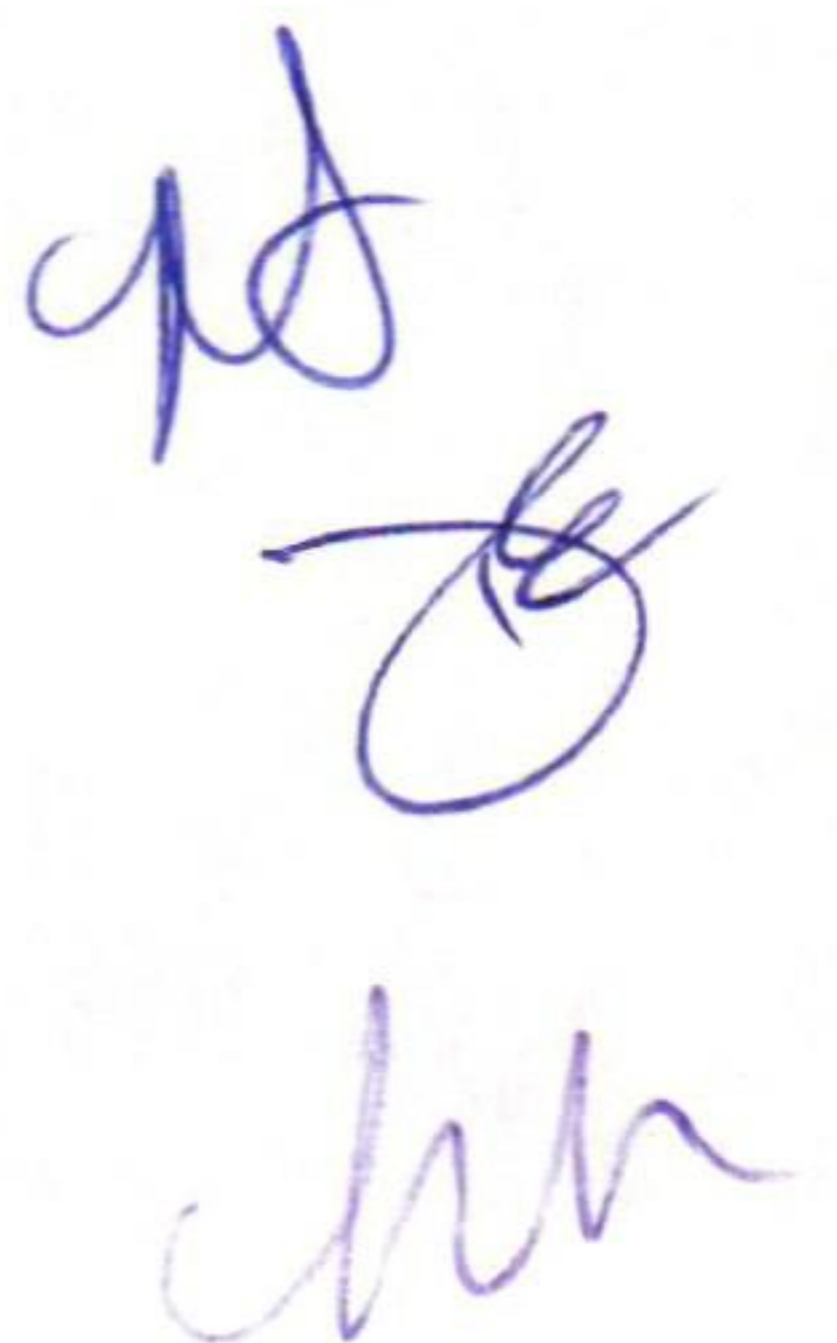
- That is sensitive to the position of privilege, power, and trust in which teachers are placed;
- That recognizes that teachers are role models who are rational, reliable, responsible and responsive;
- That is demonstrated by thoughtful and self-initiating behaviour that is reflective, positive in outlook,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



Areas of Strength:

One area I have as a strength is demonstrating my understanding of the place of education as contributing to the creation of an open, pluralistic and caring society and showing my personal vision of what one can achieve as an educator. Examples of this have been demonstrated through presenting and sharing ways to incorporate technology into education with other educators, student teachers, and administrators. I have presented at a provincial Pro-D conference, a school based Pro-D, and been asked both to repeat that presentation and to present one similar to it at the Coquitlam pro-d in February. I have demonstrated on a daily basis ways to integrate tech into the classroom through demonstration to my SA, and have been observed teaching with tech by my administrator.

Another area that I have developed into a strength is the ability to form and reform ideas, methods, techniques. One example of this was shifting my math lessons away from a more visual approach to a more symbolic one because the visual method did not match the needs of my students. Rather than spend time teaching them to fill in gaps of visual understanding, it was more important to focus on the skills they hadn't yet developed.

Areas of Growth:

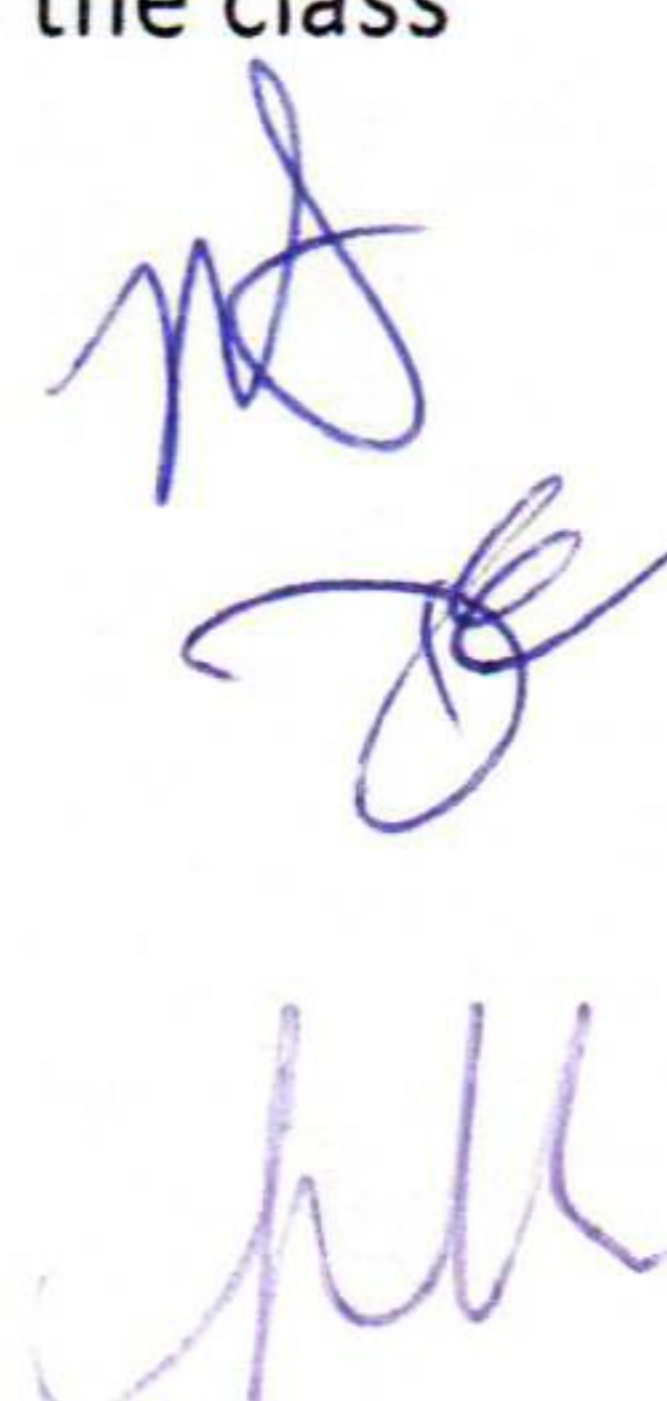
Another area that I've grown in is demonstrated through significant, on-going dialogue and collaboration with colleagues, students, parents and others in the educational community. During my 405 practicum I have met with several parents on Meet The Teacher day, engaged in IEP meetings, and held meetings with parents regarding concerns that their child is not achieving due to missing assignments and homework. I have collaborated with the other Student Teachers in my school to host a technology workshop for the November 9th professional development day, and have taught in collaboration with my school associate.

Another area I've grown in is demonstrating self-initiating behaviour. Earlier this term I had difficulties scheduling my time to meet deadlines for official documents and form such as reflections, or returning the attendance to the office on time. Since then, I have been able to determine the things that prevented me from meeting my deadlines, and implemented a successful plan to overcome them thanks to the support of my SA, my FA and other members of the SFU PDP team, my family, and my peer student teachers at the school. While I have shown growth in this area, I feel that I have not yet mastered it.

Areas for Further Development:

One area that I feel requires further development is the ability to understand and work with subject-specific content seen through Canadian, Indigenous and global lenses. The fundamental components of my professional education occurred in the United States. I never felt it really coloured my education until I was in the classroom and trying to come up with more local examples to include in my lessons. I found this difficult, and feel this is something I can improve upon. I also haven't included enough Indigenous content in my classroom, much for the same reasons. The importance of including these was made clear to me during our discussions at SFU in which one student with Aboriginal heritage was very distraught when explaining the need for respect, and reinforced again at We Day 2012 by the guest speaker Justice Sinclair.- In order to remedy this situation, I plan on visiting the Aboriginal Education center to learn more about the subject. I plan on taking a course in Winter 2013 on Aboriginal Education, and I plan on going that extra step and finding guest speakers, or field trips that are related to the content I'm teaching, such as having an Aboriginal speaker to discuss ways Aboriginals have been sustaining the environment in their history as part of my ecosystem unit in science 7.

Another area of development is demonstrating knowledge about curricular content, educational theory and effective practice that is rooted in a strong sense of what is best for particular students in particular situations. While I have not had difficulties in this area as of yet, nether have I demonstrated success. My goal is to develop this knowledge over time through continued life-long learning both in the classroom through observation and reflection, and out of the class through professional reading, development conferences, and post-secondary education classes.

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B. The Student Teacher and the Pupils (Goals 6 & 7)

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.

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1st
2nd
huk

Areas of Strength:

Another area of strength that I have is modeling and accepting a tolerance for uncertainty. An example of this is maintaining a classroom where students feel safe to take risks and still feel accepted if their response was incorrect. This has been achieved by encouraging participation, and using probing questions to guide the student towards understanding while maintaining their dignity and respect.

Another area of relative strength that I have is creating a caring, cohesive community of learners that communicated openness. This has been reflected in my In Classroom experience by my interactions with the students. I have helped to celebrate their individual successes (such as when a student who has a hard time completing his work without being disruptive has done so), encouraged their development (such as pointing out previous work they've completed and asked them to continue work at that same standard or better), and shown disappointment when students have chosen the consequences of misbehaviour instead of choosing to follow the classroom rules. One specific example of this was dealing with a student who had been observed cheating while writing an exam. His consequences were determined outside the classroom and will be enacted in such a way that his dignity will be preserved and allow him to work towards regaining trust during exams.

Areas of Growth:

One area I've grown and continue to grow in is my ability to observe, understand and respond appropriately and respectfully to students. Prior to this term, my management skills and strategies were weak. Over the summer semester I attended a course on Classroom Management that has really helped me. This is reflected in the increase in my classroom management abilities. I am still growing in identifying and responding immediately to inappropriate behaviours and following through on the expectations that I have set.

Another area that I've demonstrated growth in is creating a community that cares for students and their individual development by providing opportunities to meet the needs of all learners. This is reflected by organizing harmonious working groups in which students are actively involved in learning and purposeful inquiry. I have experimented with student selected groups both before and after discussions regarding a group built on friends versus a group built on ability. I have also experimented with creating homogenous groups based on ability, or heterogeneously based by interest. I have learned that as long as the students remain engaged, all of these methods of grouping students can be successful.

Areas of Development:

One area that I'm developing in understanding how Indigenous epistemologies and pedagogies create opportunities to meet the needs of all learners. Again, I feel this is linked with my limited exposure to Aboriginal knowledge, and can be remedied through research. In addition to meeting educators in the Aboriginal education centre, and attending a course on the subject, I will research peer evaluated papers on this subject and use them to reflect on my own practices. I will record these reflections down to better include them in future lesson planning.



C. The Student Teacher and the Curriculum (Goals 8 – 10)

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.

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Areas of Strength:

One area of relative strength that I have is my ability to develop curriculum materials that utilize relevant learning resources and technologies. While I have sometimes struggled with getting the technology to work as planned, I have been able to modify my program going forward to anticipate and help prevent these difficulties in the future. Some examples of utilizing relevant resources and technologies has been through beginning webpages to showcase students' developing writing ability, science blogs to showcase students' learning, and online galleries to showcase their creative projects. We will be creating eBooks as an alternative to the more traditional Stand and Deliver method of presenting learned knowledge of Ancient Egyptian culture.

Another thing I am good at is understanding that assessment, in its many guises, is foundational to effective and powerful learning. I have engaged in assessment for learning using KWL charts and peer to peer discussion, assessment as learning through temperature checks and monitoring students understanding of concepts through reviewed assignments, and assessment of learning through the more traditional methods of testing as well as allowing students alternate methods of demonstrating their ability such as creating about me websites instead of a traditional written biography. My methods of final assessment include traditional (Quizzes, drills, homework, spelling tests, unit tests, written work – chapter summaries and notes), peer-evaluation, self-evaluation, teacher observation, assessment through conversation, group presentations, and group products.

Areas of Growth:

One area that I have grown in my ability to critically examine my own practices and experiences. My experience with the grade 7 curriculum prior to this term has been almost entirely based on my own memories of elementary education. As this was a long time ago and seen through the eyes of a child, I found it's been necessary to reevaluate the knowledge that I need to teach to students in my In Classroom experience. I have learned how to access the BC curriculum and how to match my lessons to the prescribed learning outcomes. I have also gained several other resources (written, oral, and online) to assist in learning appropriate subject matter.

I am growing in my ability to create opportunities that are responsive to students' individual learning needs. I have improved upon my ability to identify what the needs are of each student, and have begun differentiating their learning so all students are engaged in the current subject instead of quietly reading. Examples of this can be drawn from my math 6 class. I have moved from one list of multiplication drills to three, allowing exceptional students to be challenged, and students with lower than average ability to practice and see success in their work. I have also begun providing challenge work for my exceptional students who complete their work much quicker than the rest of the students to allow them to explore their limits.

Areas of Development:

One area that I am still developing is creating opportunities that access and engage students' ability to think and learn through their minds, bodies, and hearts. I feel that I am able to engage their minds, but am not able to engage students through their bodies or hearts. I have observed other teachers engaging students through their bodies and minds using SMART learning, and Challenge Based Learning. I plan to learn more about both of these methods and practice incorporating them into my curriculum by paying explicit attention to them while writing future lesson plans until they become more second nature to me.

