


FACULTY OF EDUCATION  
Professional Programs

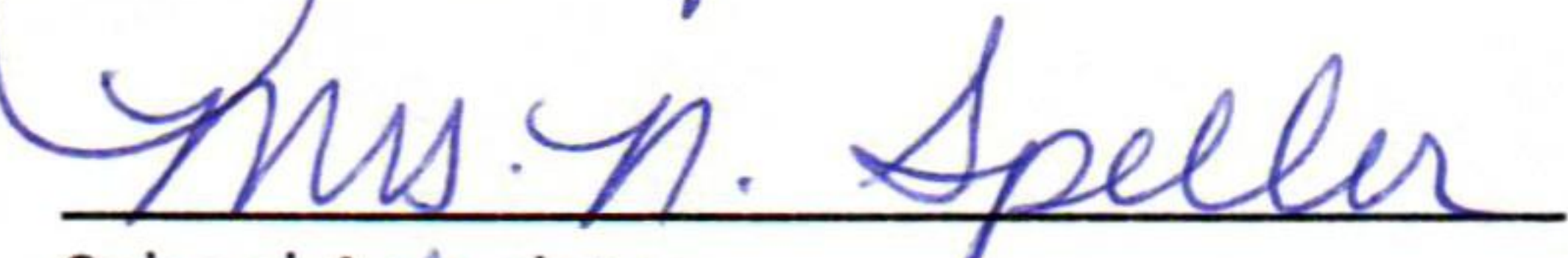
**EDUCATION 405/406**  
**FINAL EVALUATION REPORT**  
*School Associate Form*

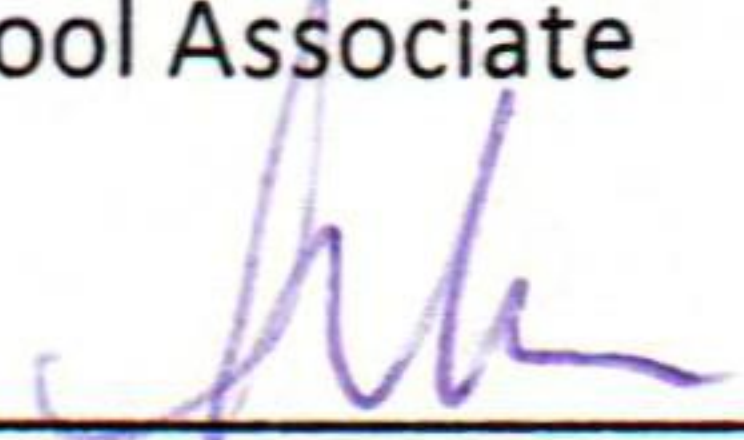
<b>Student's Surname:</b>	Keck	<b>First and Middle Names</b>	Heather Lara Anne
<b>Student Number</b>	973008154	<b>Module</b>	LUC 2012
<b>Grade Level(s) / Subjects</b>	Grade 7 (All subjects except French) Grade 6 Math	<b>School</b>	Coast Meridian Elementary
<b>School District</b>	Surrey SD 36	<b>Semester</b>	Fall (Sept. – Nov.) 2012
<b>Faculty Associate</b>	Diana Ellis	<b>School Associate(s)</b>	Mrs. Netonia Speller

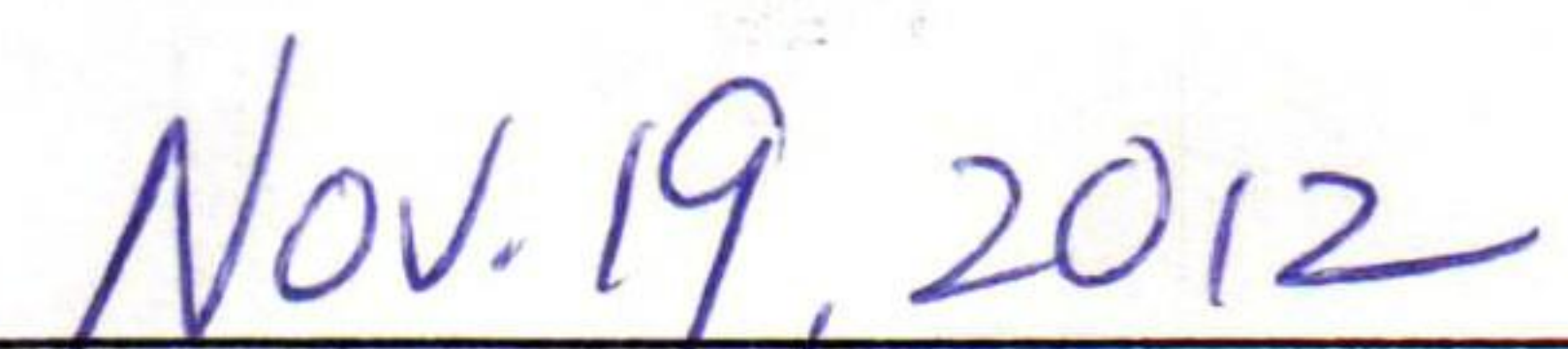
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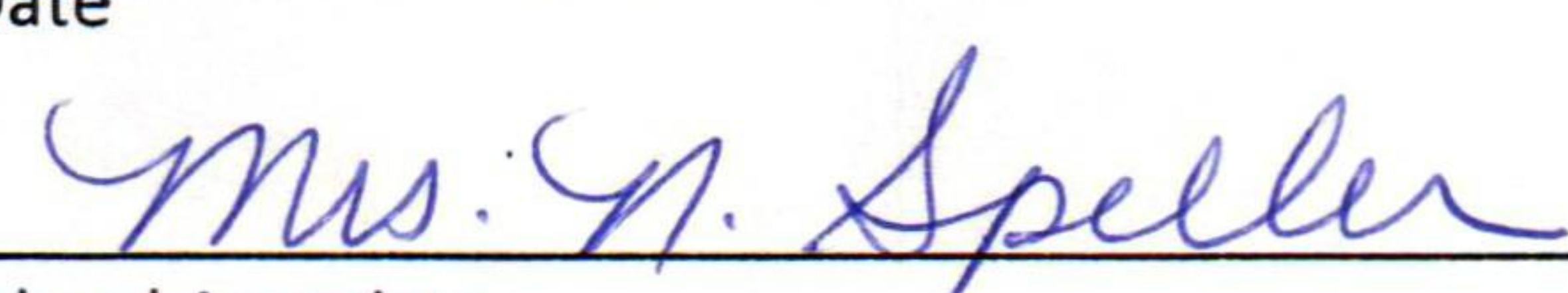
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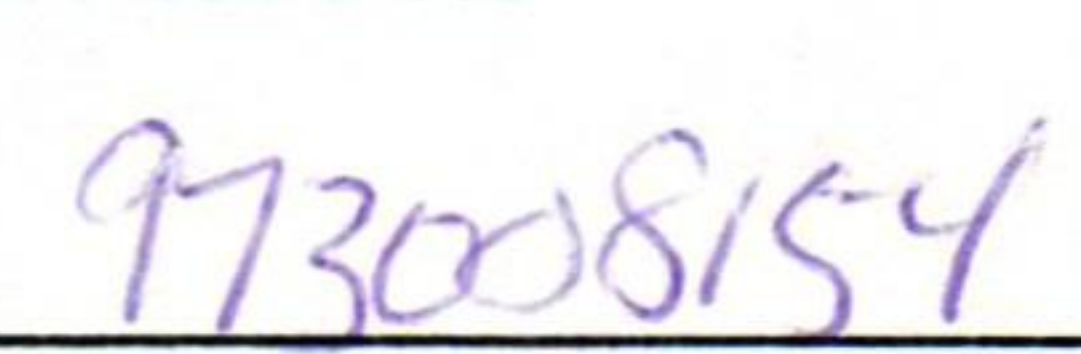
  
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Return to: Professional Programs, Faculty of Education, Simon Fraser University, Burnaby, BC V5A 1S6

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

EDUC 405/6 Final School Associate



## Education 405/406 FINAL EVALUATION REPORT

This evaluation report provides a record of the student's 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 the student has demonstrated progress along particular professional pathways relating to the program goals in her 405/6 semester.

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

- What are some of the strengths of the student?
- In what areas has the student 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 the student's work over the course of the semester. By including specific and significant examples, you will provide evidence to support these judgments.

### Introduction

Heather Keck has successfully completed an EDUC 405 practicum experience in our Grade 7 class at Coast Meridian Elementary in School District No. 36 (Surrey). This Grade 7 classroom participates in an Intensive French Program that requires these students to return to their Intensive French teacher from their prior year to continue in their study of Intensive French. During this time Mrs. Keck was teaching Math 6. Her practicum involved a gradual two-week phase in period where Mrs. Keck learned the routines of the classroom and slowly took over the teaching of the lessons. For seven weeks, Mrs. Keck was responsible for 95% of the teaching.

During the last week of her practicum, Mrs. Keck had the opportunity to participate in two Teacher-On-Call days, during which she taught in a Grade 4 and Grade 6 classroom. During her phase-out, Mrs. Keck took the opportunity to spend time in a variety of classrooms (Gr. 2, Gr. 7 and L.S.T.) and to learn more about their roles in the school. As well she attended Apple Canada's invitation only Challenge Based Learning Conference on November 16<sup>th</sup>, 2012.





Mrs. Keck's Professional Day activities involved participation in one Pro-D day at Coast Meridian with a Math and Reading focus. As well, she participated as Co – Presenter for an iPad workshop at Computer Using Educators of B.C. (CUEBC) Conference on Oct. 19<sup>th</sup>. She also organized a small technology introduction workshop in collaboration with other student teachers at Coast Meridian on November 9<sup>th</sup>. Mrs. Keck participated in Meet the Teacher Night, our Community Barbecue, Recess supervision once a week, our two staff meetings that occurred during her time with us. As well, IEP meetings for two students in her Grade 6 math class with designations for a Hearing Impairment student and a High Functioning Autistic student. Mrs. Keck also participated in 4 parent-teacher meetings. In every activity, she conducted herself with absolute professionalism.

## **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.

Mrs. Keck is a highly professional and reflective teacher. She is enthusiastic and energetic in the classroom and in her interactions with other students and staff members in our school. She is to be commended for collaborating with another teacher in organizing and compiling a slideshow for the Remembrance Day Assembly and her initiative to help with new technology (ipad set up) recently acquired by our school. Mrs. Keck has demonstrated many times throughout her practicum her ability to be flexible with schedule changes, with students, and with various activities in the class. **Examples of this have been illustrated in Math where the visual approach was not achieving a learning outcome, and Mrs. Keck had to resort to a more concrete method of teaching whereby symbols were used.**

Mrs. Keck was punctual, often arriving before 8:00 a.m. and working many hours after school to prepare lessons, materials, and complete student marking. Mrs. Keck learned the importance of being prepared well in advance, working hard to make sure that her day plans were very detailed so that a T.O.C. could come in and follow it well (as well, other materials, charts and photocopying completed for the following day). Mrs. Keck took every opportunity to integrate technology such as the use of the document camera, projector, Smart Board, lap tops, portable document scanner, cellphones and iPads to enhance the students learning outcomes.

Mrs. Keck demonstrated a genuine concern for student wellbeing. She worked hard to create a cooperative, safe and trusting environment that was student-centered. She communicates well with the students and has established an excellent rapport. Mrs. Keck familiarized herself with the students, their educational abilities, their strengths, and needs. Mrs. Keck worked hard to be inclusive of all students in the class, modifying activities of challenging students when necessary. For example, challenge multiplication drills for those students



who had already mastered their times tables. As well, Mrs. Keck has made a point of encouraging and teaching other student teachers, how to use technological equipment. She has taken the initiative to ask different teachers if she can observe them in their classrooms so that she can learn different techniques for teaching.

Throughout the course of her practicum, Mrs. Keck was accepting of all constructive criticism and suggestions made by her school associate as part of the learning process. She would act on the suggestions made by her school associate as part of the learning process and would act on the suggestions as soon as the situation allowed it. She has clearly demonstrated herself as a reflective learner. From the very beginning, Mrs. Keck was able to identify both strengths and weaknesses in her lessons. She would follow up on suggestions by re-teaching concepts, if needed supplying further information to students and continually checking for understanding. **An example of this was when Mrs. Keck handed out a worksheet on Order of Operations and had not previewed thoroughly to find that it was for a higher Grade.**

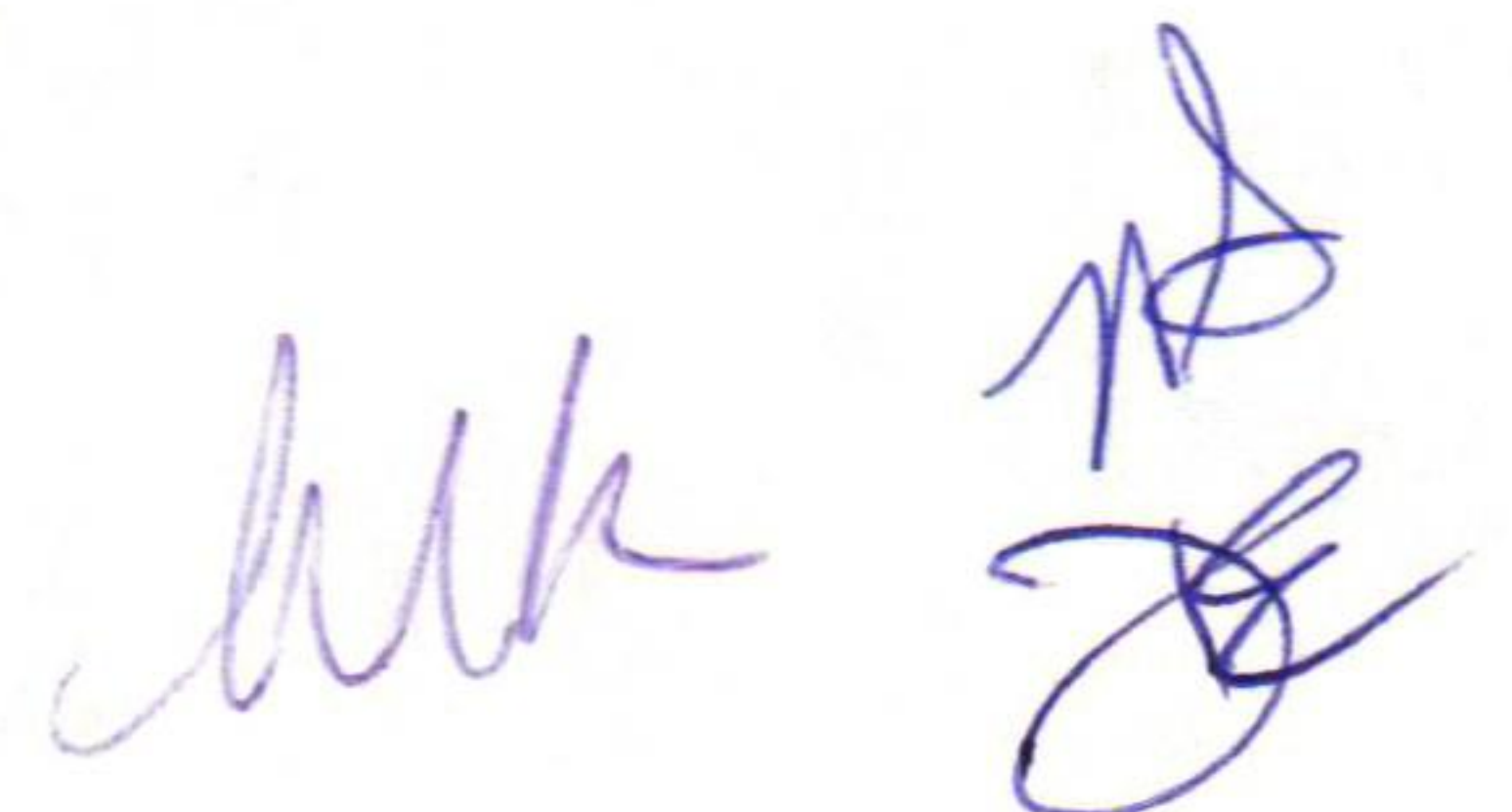
Mrs. Keck grew in confidence as she became immersed into the teaching of the Grade 7 Program and Grade 6 Math curriculum. She has learned to use her voice effectively in the classroom to aid in classroom management. Mrs. Keck has acquired a variety of learning resources such as Math Links 7, Science Probe 7, Math makes Sense (Gr. 6) and spent numerous hours choosing YouTube videos, and computer games to enhance and give real life examples to support the curriculum. Mrs. Keck has also had the opportunity to work with the Grade 7 Intensive French Teacher and Special Education Assistant (SEA) during her practicum. She has learned about the many roles of an SEA and how to work cooperatively with them in the classroom assisting them in adapting and modifying activities for children in the classroom. **One example is the need to wear a headset microphone to accommodate a hearing impaired child in the Grade 6 math class.**

## **B. The Student Teacher and the Pupils (Goals 6 and 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;

EDUC 405/6 Final School Associate

Two handwritten signatures in blue ink are located in the bottom right corner of the page. The first signature is a cursive 'MK' and the second is a more complex cursive signature.



- 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.

Mrs. Keck has been an integral part of making our class a harmonious and safe place. Mrs. Keck greets the students with a smile every day. She has created a smart board attendance chart that is engaging and interesting for the students to participate in when they arrive in the morning. **An example of this is her desire to promote self-esteem in the students through her actions and through the encouragement that she gives them on a daily basis.**

During the beginning of Mrs. Keck's practicum, she focused on learning about Grade 6 and 7 students, and on how to best work with them. Through observations, discussions and reflections, Mrs. Keck has learned how to break down activities and instructions so the students are able to follow each step. I am sure, as Mrs. Keck continues to work with children, she will continue to grow in this area. Mrs. Keck's instructional methods are clearly defined and she has made a great deal of improvement in the transitions and pacing of her lessons.

Mrs. Keck's focus at the beginning of her practicum was learning management strategies for working with older students. She has worked very hard and has learned and implemented many different strategies to help in the classroom. **For example, the student seating arrangements were adjusted a number of times to accommodate the strong social dynamics of this class as this is their second year together.** She has been eager to discuss how to deal with students that are acting out or representing inappropriate behavior. Mrs. Keck takes the time to speak to these students in a manner that is respectful and in privacy.

Mrs. Keck has been eager to learn about each of the students and has sought to get advice from teachers, on how to best meet the individual needs of each of her students.

The diversity of learner needs amongst the twenty-six students in her Grade 6 Math class and her twenty-five students in her Grade 7 class gave Mrs. Keck the



opportunity to develop different approaches to her lessons. Her Grade 6 math class had a number of students with special needs (hearing impairment, 2 students with autism designations, and two students in the Gr. 6 challenge program and a Grade 4 student participating in the Grade 6 math program). She has learned to create lessons that would benefit all of these students. Mrs. Keck has developed lessons that have the children working in pairs or in small groups. Mrs. Keck has also learned the importance of setting up students to work independently on activities so that she can take those students that are struggling to separate work area to work with them.

One of Mrs. Keck's strengths is her ability to observe students. She has taken the time to watch students as they work and interact with others. She has made an effort to get to know as many of her students on a personal level (51 students). Mrs. Keck has built a relationship with her students based on a great deal of respect and trust.

## 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.



Mrs. Keck has taken the challenge of implementing the Grade 7 curriculum and Grade 6 Math curriculum seriously. She recognized from the beginning of her practicum that she would be primarily responsible for the implementation of almost a full term of curriculum for her Grade 7 class, as well as her Grade 6 math class. After consulting with myself, other teachers and the learning outcomes from the various IRPs, she developed entire units on Ecosystems (Sc. 7) Social Studies 7 (Egypt) Life Skills 7 (Goal Planning) P.E. 7 (Volley ball), DPA focus with a running program (2 times a week) in preparation for the Sun Run, and Language Arts 7 (Note taking, Spelling).

Mrs. Keck collaborated with me when choosing the Prescribed Learning Outcomes for the first term.

Mrs. Keck learned the importance of organization when working with Grade 7 students. She was prepared well in advance and all materials were set up and ready. One specific example of this was demonstrated with the Closed Ecosystem Project. Other examples include the many Youtube clips previewed, power point games designed by Mrs. Keck and interactive whiteboard games screened prior to using as a teaching tool for a lesson.

Mrs. Keck worked hard to vary her lessons for the students. She used many different strategies with them, including Think-Pair-Share, large group lessons, brainstorming and small cooperative groups. Mrs. Keck learned to link themes over different curriculum areas. In her Egypt Unit, she devised lessons that would fit into Technology, Language Arts and Art Curriculum. **One specific example of this is the use of ipads to create ebooks and procuring an artist to come in and teach students how to make a soapstone pendant with their hieroglyphic initials on it.**

One area of great strength was her ability to integrate technology into every unit she taught this term. The lessons that involved technology have been engaging, and creative resulting in greater student participation and engagement.

One area, in which Mrs. Keck had made substantial growth, is in her ability to encourage the students to participate in the lessons, rather than just having her talk at them during the lessons. As well, she had improved in her ability to teach and also know when she needs to use classroom management strategies to intervene when needed to help other students stay on task. A final area of growth





is in her ability to control and implement transitions from something as simple as the students coming in from lunch, to going down to the afternoon assembly. She has learned the importance of wait time, which is especially important with older students.

Mrs. Keck has been very involved in planning numerous field trips (We Conference, Skating, Math out Loud Drama performance, Water Mania swimming trip). She organized the drivers, collected funds and performed all necessary administrative work involved in a very organized and professional manner.

Mrs. Keck used a variety of assessment strategies in which she used peer-evaluation, self-evaluation, group projects and traditional tests. Mrs. Keck collaborated with me to write Interim Reports for the students in mid-October and also participated and completed the writing of the Grade 7 report cards and supplying the Grade 6 Intensive French teacher with the final math marks and anecdotal notes on the student's work and behavior. She has learned to use a marking program called Grade Book Wizard to monitor and keep track of students progress during the term, produced individual reports showing current student progress for parent enquires and IEP meetings and final marks weighed appropriately for the first term report card.

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

I am extremely proud of Mrs. Keck and the excellent work that she has done during her Practicum at our school.

Mrs. Keck has demonstrated her thoughtfulness, leadership skills, collaborative abilities, willingness to take risks and genuine compassion for her students and their development. She has developed a clear philosophy of education that is inclusive of all learners.

I would like to thank her and acknowledge her support of my professional development, as I was able to observe her expertise in teaching technology and tie this to an inquiry question that I was working on for my PB plus 15. As a fellow colleague, I was honored and privileged to have her spend time with me regarding my own growth and development toward professional competence in technology.





It has have been an absolute pleasure working with and watching Mrs. Keck grow into a professional teacher. Any students and teachers, in the future, will be fortunate to have her working with them. I feel confident that Mrs. Keck will make a significant contribution as an elementary educator. I give her my highest recommendation for future teaching positions. I sincerely hope that I will have the pleasure of working with Mrs. Keck again in the future.

A handwritten signature in blue ink, appearing to be 'Allison', with a stylized flourish at the end.