



Faculty of Education
University of Alberta

**Advanced Professional Term
(9 Weeks)
Field Experiences
Final Evaluation 2009-2010**

Student Teacher: Jo-Ella Stevens

Dates of Field

Experience: February-April 2010

ID Number:

EDFX 425 – Elementary

School Name & Address: Teepee Creek School
RR 2, Site 1, Box 4, Sexsmith, AB T0H 3C0

Course: EDFX 426 – Elementary (Special Ed.)
(Check one)

EDFX 450 – Secondary

School Telephone: (780) 568-2265

University

Facilitator: Jean Reston

School District: Peace Wapiti School Division No. 76

**Subject(s) and/or
Grade level(s):** Grade 1-2

Mentor

Teacher(s): Barb Brown

For this field experience, it is recommended that the Student Teacher receive a grade of:

Credit No Credit

April 15, 2010
Date

B. Brown
Signature of Mentor Teacher

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

Jo-Ella Stevens
Signature of Student Teacher

M. Jean Reston
Signature of University Facilitator

EDFX 426 Students – for Dept. of Undergraduate Student Services use only.

Individual Case Study Report completed

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 permission of the student teacher.

Mentor Teacher(s) – please initial each page of evaluation *BB*

Description of the school and context of teaching:

Teepee Creek School is a rural k-8 school. There are 87 students currently enrolled at the school and each classroom is multi-graded. Jo-Ella was placed in the Grade 1-2 classroom with 17 students. There are 11 girls and 6 boys in the room. 3 students have IPP's and there are several students who receive varying accommodations. Jo-Ella taught language arts and math in this context. She worked with students individually, in small groups, and whole class instruction. Jo-Ella also ran a noon hour art club for students in Grades 4-6 during her practicum experience.

Preparation, Planning and Organization

Jo-Ella works hard at becoming familiar with new curriculum to ensure that the information she imparts is correct and easy for young learners to understand. Her lessons are organized and properly sequenced so that they make sense. During her practicum, Jo-Ella was responsible for planning the Geometry Unit for both grade 1 & 2 students. She became adept at being able to modify the concepts according to the students and modifying work as needed for the students requiring some additional assistance with the concepts being taught. As the class was involved in a Fairy Tale theme, Jo-Ella also worked at incorporating her lessons into the theme including using 3-D shapes in castle building. Jo-Ella was also responsible for developing and implementing Guided Reading, Writing, and Spelling lessons that also worked into the theme. She became very good at being able to find connections between curriculum outcomes and how they can be implemented into thematic planning. Other special learning experiences Jo-Ella was involved in planning include a St. Patrick's Day leprechaun hunt and a mini-unit on Peter Rabbit that included making carrot cake with the class. She recognizes the importance of making learning relevant to the students and appealing to the many learning styles that exist within a classroom.

During her lesson implementation, Jo-Ella became good at activating prior knowledge by reviewing previous work so that students could make better connections with the content. She was always well prepared for her lessons so that all materials were available and she also had materials ready for those students who completed assignments quicker than others. Her ability to be prepared allowed for smooth transitions between lessons. Students responded well to the lessons taught by Jo-Ella and were usually eager to work hard to complete the task at hand. She made learning fun for the students.



Teaching Skills and Strategies

An important part of teaching is demonstrating knowledge in the content being taught. Although the grade 1-2 curriculum was new to Jo-Ella, she quickly became familiar with the relevant portion of the program of studies to help her gain understanding of the learner outcomes that needed to be met at this grade level. During her time at Teepee Creek, Jo-Ella had the opportunity to work with individual, small groups and the whole class and was able to adapt her lesson planning appropriately to meet the needs of the situation she was working in. All of her lessons contained elements of a good lesson including a captivating introduction, closure and purposeful assessment. During her instructional time, Jo-Ella showed skill in being able to elicit proper responses from the students- even those who are often reluctant to participate. An appropriate amount of wait-time was always given to the students. The majority of Jo-Ella's lessons were successful however when she realized that a lesson was not going the way that she had wanted, she was flexible and adapted the lesson to better suit the needs of the students.

The questioning techniques often employed by Jo-Ella employed a variety of strategies that also appealed to the variety of cognitive levels. She was also very good at circulating the room and checking group and individual understanding.

A professional development goal of Jo-Ella's was to implement more technology into her lessons as technology is an important part of 21st Century learning. When appropriate and available, she made use of the classroom smart board and the school computer lab to assist with student learning.

Jo-Ella has a good sense of humour which appeals to the students in the classroom. She employs it throughout her interactions with the students and they enjoy working with her however, it is always used appropriately and students respect her position in the classroom.

Communication

Jo-Ella exhibited clear, fluent, and grammatically correct spoken and written language throughout her practicum experience. She always used language that was age appropriate and also appealed to their background and interests. She was very expressive and was able to modulate her voice for audibility by all students. Students were entranced when she read to them as she would often use character voices to help keep their attention.

Open lines of communication were maintained by Jo-Ella at all times. She participated in parent-teacher interviews and shared with parents the work she had been doing with their children. A letter of introduction was presented to both the mentor teachers and parents of the students when she first started her practicum and she assisted with doing daily checks of student agendas for parent communications.

Teepee Creek School sends home a bi-weekly informational newsletter. Jo-Ella always ensured that she submitted a write-up regarding the lessons that she had been teaching during the time period. She also used her community connections to bring in special guests to work with the students.

When she needed teacher's assistants to work on a specific activity with a student, she would collaborate with them to ensure that the student was getting the extra support required. This was a practice that she maintained throughout her experience. It is evident that Jo-Ella values the importance of clear communication with all stakeholders in the educational setting.

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Management and Classroom Climate

During her time at Teepee Creek School, Jo-Ella took the initiative on many occasions to lead the students without being asked. When taking charge she was always confident and the students responded well to her instructions. She immediately became familiar with classroom and school policies and ensured that she followed them as well. Jo-Ella employed a variety of techniques to attract student attention, keep them on task and test student listening skills as well. Many of the strategies included student movement which she realizes is important when working with younger learners. (eg: "If you can hear me touch your nose...").

Jo-Ella was able to lead lessons with ease and if there was a management issue that arose they were dealt with quickly and appropriately. A special management system was used with the students needing extra reinforcement. Jo-Ella established a relationship of trust and respect with the students during her time in the classroom and this helped to eliminate many discipline issues.

Understanding Students' Needs

Jo-Ella used assessment to help her gain an understanding of the learning needs of the students. She consulted with me when marking student work and we discussed various forms of assessment and what student work can tell a teacher. The information that Jo-Ella gained from her assessments was used to help modify assignments and make accommodations in her lesson plans.

Student-teacher relationships were also developed during her practicum experience. Jo-Ella used this contact to gain a better perspective of the learners in the room. She realizes that with many young learners if you're able to tap into their interests, they are more likely to respond positively to the learning. As well, she demonstrated a good understanding that fair treatment of students does not always mean that students receive the same treatment. With students who needed extra reinforcement a 3 stick system was used that would include a reward if they were able to keep the sticks by the end of the day. Positive praise and encouragement was given to all students.

Professional Qualities and Attributes

At all times Jo-Ella conducted herself in a professional manner. She participated in school in-services, helped with student supervision during recess, and was also involved in school special days. She developed a good rapport with both staff and students. She was receptive to feedback on her lessons and responded well when suggestions were offered. Throughout her practicum experience Jo-Ella strived to become a better teacher. She maintained her portfolio and professional reflections up to date.

Although Jo-Ella has been a long time member of the Teepee Creek community, she maintained her role as an educational professional throughout her practicum and adhered to the ATA code of conduct. Her dedication to the students she was teaching was evident throughout her time at the school.

Reflection and Self-Evaluation

Jo-Ella has excellent self-evaluation and reflection abilities. After a lesson she would verbalize her thoughts regarding the outcomes and would identify areas that needed to be clarified with the students to ensure that they understood the concept being taught. Throughout the practicum, Jo-Ella engaged in daily reflection practices and consultation with her mentor teachers. She would take the input received from the consultation as well as her personal reflections and incorporate them into her future lessons.

I encourage Jo-Ella to maintain this effective practice as she continues on with her professional journey. Being able to identify what was successful and what was not will ensure that the needs of students are continually being met while still implementing the curriculum.

Other Comments

Jo-Ella quickly became familiar with classroom routines and she was relied upon to conduct some of them quite early in her practicum when a substitute teacher was present in the classroom. She did this with skill and ease. Jo-Ella exhibits many qualities of a good educator. She is genuinely interested in helping young students learn and she works hard to make lessons valuable, interesting, and adaptable according to the varying abilities. Jo-Ella is a creative, organized, hard-working, and caring individual who truly enjoys working within the school environment. Jo-Ella entered into the practicum with some very competent skills however, I am pleased to see the growth that she has made during her final practicum experience. I wish her continued success as she begins her career.

Student Teacher's Comments

This placement was a great fit. I found I was continually learning whether it was curriculum implementation, behavior management or communication. The grade 1-2 split really enhanced the ability to develop differentiated instruction strategies. I became very good at thinking on my feet and tailoring lessons when needed to fit the needs of my students. I implemented lots of opportunity for hands on learning when reinforcing the Essential Learning to my students. There were many opportunities for small group learning where the children could also learn from each other. I was continually assessing the children through formative means when circulating through the classroom and kept a journal specific to this to help develop programs to meet individual needs.

The planning process did get easier as I went along. I tried many different lesson plan templates and reflective formats until I found one that fit for me. This format included places to record behavior management ideas, differentiated instruction and the essential learning. The summative assessment would take place half way through a unit and then at the end, from this assessment I would re-teach when needed or move to the next objectives if the students were ready. I created a rubric which detailed the outcomes that the student's understanding and the ones that needed to be taught again. I found the rubric a really important tool with my daily planning so where we were, where we needed to be and how we were going to reach the goals.

(helpful in the temperature unit when they clearly did not understand how to read a thermometer so I found another ways to show them this.)



Finding resources that enhance the essential learning has really been important and I have developed the skill of deciding if the resource fit the lesson. This has been a process in which resource development was very important and now going into my own classroom one day I have a starting point.

As a professional I became part of the school team in any way that I could. I listened to the advice of other staff and tried to carry it out in my lesson plans. I worked well with all professional staff within the school setting. I live in this small community and worked very hard to keep my professional life and personal life separate, ensuring that I upheld the professional code of conduct.

Mentor Teacher(s) – please initial each page of evaluation

Handwritten initials in black ink, appearing to be 'AB' or similar, written over a horizontal line.



Building the Future Together

Teepee Creek School

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T0H 3C0

Phone (780) 568 – 2265 Fax: (780) 568 – 2285

April 10, 2010

Re: Jo-Ella Stevens

To Whom It May Concern:

Jo-Ella Stevens worked her student-teaching practicum at Teepee Creek School for a 9 week period during 2009- 2010 school year. She worked in the grade 1-2 classroom with 17 students of varying abilities, including some students with special needs on IPP's. While she was at Teepee Creek School I had the opportunity to observe and evaluate her work, as well as her potential for growth in her profession.

During her time at Teepee Creek School, Jo-Ella has demonstrated excellent organizational skills and has been working to maintain effective classroom management. She is becoming knowledgeable in the curriculum she is teaching and she employs a variety of teaching strategies and technology to engage her student learners. She also attended the Mighty Peace Teacher's Convention and selected sessions to help improve her skills and participated in school PD sessions as well.

Jo-Ella acted as a contributing member to our staff assisting with many activities throughout the school including supervision. She has developed good relationships with the staff members and will collaborate to achieve a task. Jo-Ella shared her artistic skills with the school by creating and supervising an extra-curricular noon hour art club for students in grades 4-8.

During her short time at Teepee Creek School, Jo-Ella was an asset to the school and she demonstrated many of the qualities of an effective, dedicated, and caring educator. I would highly recommend Jo-Ella Stevens for a teaching position in any school division.

Sincerely,

Ms. Barb Brown
Principal
Teepee Creek School