



Faculty of Education
University of Alberta

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

Student Teacher:

Dates of Field Experience:

Feb-April 2010

ID Number:

School Name & Address:

EDFX 425 – Elementary

Teepee Creek School
RR2 S1 Box 4
Sexsmith, AB T0H 3C0

Course:
(Check one)

EDFX 426 – Elementary (Special Ed.)

EDFX 450 – Secondary

School Telephone:

780 568-2265

University Facilitator:

Jean Reston

School District:

Peace Wapiti

Subject(s) and/or

Grade level(s): 1-2

Mentor

Teacher(s): Barb Brown, Susan Hauser

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

Credit

No Credit

April 12, 2010
Date

Signature of Mentor Teacher

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

Signature of Student Teacher

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

Description of the school and context of teaching:

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. Comments reflect strengths and areas for growth in each category.

Preparation, Planning and Organization

Joella always had her lesson plans in for review well before the lesson was taught. She had materials prepared and was able to follow her outline without constantly referring to it. Joella thought ahead for group work and knew which students to group together and which to keep separate. Teaching science can be a challenge so far as finding and preparing materials for experiments but this posed little problem for Joella and her experiments went smoothly.

Teaching Skills and Strategies

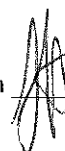
Joella used a variety of teaching strategies, using actions, manipulatives, interactive whiteboard, overhead projector, videos, group discussion, partner work, individual reading and writing, and guest speakers. Joella spoke clearly and used appropriate language when instructing. Joella took the time to get the students interested in the topic to be studied, and worked at maintaining a high level of interest throughout the lesson, often by conveying her own interest to the students. Joella often over-planned for lessons but did not let this rush her or the students through the learning process.

Communication

Joella participated in the school newsletter as to what she was working on with the classes. She also spoke with any parents that came in to her classroom, and sat in on parent-teacher interviews. She clearly communicated her needs when planning lessons with myself, and was able to vocalize positive areas and areas for improvement in her teaching after a lesson.

Management and Classroom Climate

Joella tested a variety of strategies for managing student behavior, finding and perfecting the ones that worked best for her. She tailored the strategies to the students' needs, using a personally meaningful method for two particularly difficult students. Joella was able to control student progress during group and individual work through her strategies, keeping everyone on track. The students responded well to Joella as she quickly earned their trust and respect. She cultivated an atmosphere where the students were supported to share their ideas and take chances in their work. Joella had definite expectations of student behavior, and she communicated those expectations to the students clearly in gentle ways that kept them striving to do well.



Understanding Students' Needs

Joella had different expectations for individual students in the room. Between grade levels and skill levels, she was able to challenge each student while preventing frustration. One student may have had the task of writing 3 sentences independently, while she would partially scribe another's work. One student in the class suffers from severe anxiety and Joella was able to connect with this student and put him at ease quickly.

Professional Qualities and Attributes

Joella worked professionally alongside teaching and support staff in the school. Her demeanor was always respectful and she approached each person as an opportunity to learn. Joella became involved in extracurricular activities, starting an art club in the school, taking the opportunity to know more of the students, and putting on a display of work for parent-teacher interviews.

Reflection and Self-Evaluation

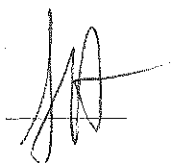
Joella is still deciding which way she wants to go with her teaching, considering which division fits her best. More experience with the different grades through supply teaching and working will help her find her niche. I found Joella to be very honest with herself when evaluating her own teaching. She did not just gloss over problems but thought thoroughly about how to improve in those areas. With one student who could not sit still in her desk, she thought carefully over how to make learning successful for this student and what impact her decision would have on the rest of the class. An agreement was made with this student that worked well for everyone involved.

Other Comments

I think Joella will do very well with whichever age group she decides to teach. She is conscientious and focused, with a good sense of her strengths and a good grasp on just how to teach!

Student Teacher's Comments

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

Handwritten initials, possibly "JA", in black ink.