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Bachelor of Education, Elementary
 EDUC 1231 / 1233 / 2371 / 2375
 FIELD EXPERIENCE REPORT FORM

Teacher Candidate Name: David Cloutier	Mentor Teacher: Michael MacKenzie
MRU Course and Section: EDUC EDUC 2321-003	Grade Level(s): Grade 3
MRU Instructor: Heather MacLeod	School: Evergreen School
Semester (Fall/Winter) & Year: Winter 2015	Subjects, if applicable: Generalist

Please provide feedback of a constructive nature to assist the teacher candidate in recognizing his/her strengths, developing areas of competence, and areas for growth in the following categories.

1. Communication Skills: (*Rapport with students, staff, and parents, oral language appropriateness and correctness, written language conventions and clarity of ideas*)

Mr. Cloutier excelled in debriefing with teachers, interacting with students, and demonstrating a genuine interest in learning with the broader community. For example, David was consistently found interacting with students and asking questions to teachers in the classroom and throughout the building. He went to extra effort to talk with the Resource teacher, other teachers on the grade 3 team, and the gym specialist. In each of these interactions he was cognizant of the language used. His written language was also appropriate as demonstrated through his lesson plans and the conversations that took place in the comments/email interactions.

2. Preparation for Field Experience: (*Punctuality, dependability, attire, positive attitude, enthusiasm*)

Mr. Cloutier was punctual and dependable. When he was scheduled to come in, he would arrive 30 minutes to 45 minutes early and would participate in discussions and last-minute details for the day. Furthermore, he helped plan and facilitate a "Coding Club" where he gave up his lunch hour to teach coding to students in the third and fourth grade, for the entirety of his practicum experience.

3. Deportment: (*Demonstrates initiative, shows maturity, poise, composure under pressure, exhibits confidence, flexibility, and the ability to respond to student differences*)

Mr. Cloutier demonstrated initiative by observing ideas and strategies from watching teachers and applied this learning to his lessons. For example, Mr. Cloutier observed the classroom management strategies of teachers and used them while execution this lessons. Furthermore, he observed vocabulary that teachers used with students and applied that same vocabulary in both his planning and in his discussion with students (assessment; bullseye rubric; single-point rubric; criteria, etc.). The rubric that was created for his project directly reflected the rubrics that students are familiar with in all subject areas, thereby enabling self, peer, and teacher feedback.

Mr. Cloutier demonstrated composure under pressure during this lessons. For example, he taught each lesson twice. Between the lessons he was given feedback to enhance his management and the execution of his lesson. In both instances, Mr. Cloutier received, used, and applied the feedback.

4. Professional Conduct: *(Respects the dignity and rights of all persons, respects confidentiality of information about students and school personnel, acts in a manner that maintains the honour and dignity of the profession, maintains professional relationship with staff and students)*

While at Evergreen School Mr.Cloutier demonstrated professionalism when interacting with students and teachers in a variety of settings and scenarios. He patiently listened to students without judgement or agenda and actively participated in their learning. For example, one student was struggling throughout the morning with sleep and aggression. David went to extra efforts to sit down and discuss the student's feelings. He then connected with me to discuss the conversation with a genuine interest in learning from the situation.

During his interactions with teachers, David demonstrated his professionalism. He listened to teachers' wisdom with the intention to learn from them. He questioned their ideas and their work so that he could learn from them. He observed their lessons and classroom management to better their his teaching. Most importantly, however, David learned from feedback and applied his learning through questioning and observation in his lessons.

5. General Comments: *(This may include feedback in regard to strongest aspects of the student performance and areas in need of improvement)*

During the practicum experience, David planned, executed, and reflected on 4 lessons. Each lesson is thoughtfully planned and purposefully executed. The letters below reflect his learning, his growth, and his accomplishments during these lessons.

Lesson Review #1

The purpose of your lesson was the get the kids thinking metaphorically about learning styles in order to apply this imagery to upcoming tasks and to understand themselves as learners.

During the lesson you used a number of successful strategies to get kids thinking and to keep them engaged in the learning process. Using examples of metaphors, for example, to hook the students was very successful. After students came up with completely incorrect or disconnected responses, you were able to quickly rein them in so that they were able to understand metaphors. The most successful part of your lesson, however, was they way that you monitored student learning and furthered their discussions through questioning. It was interesting to watch their ideas grow and develop as you supported their thinking.

The layout and execution of the lesson was very strong, for next time most of my feedback is around managing student movement and monitoring your volume during the instructions. When you were numbering the kids off and sending them to the appropriate table, they had a difficult time and were confused about where to go. Some suggestions are sending 6 at a time so that they can sit quietly, then sending the next six. Or labeling the tables ahead of time and giving them a moment to reflect on their numbers. Working with your level of voice can be challenging. When speaking in front of kids, the volume of your voice sets the max volume in the class. This means, that if you are speaking loudly, the students will match that volume, or they will whisper louder while you are giving instructions. If you speak quieter, the kids will respond by being quieter, too.

Overall, the lesson was excellent, and I look forward to part 2!

Mike MacKenzie

Lesson Review #2

The purpose of this lesson was to take the ideas from the group think of the previous lesson and have students contemplate how they learn as individuals. They took the imagery, text, and conversations from the past lesson and applied that to themselves through writing, drawing, and discussing which metaphor they identify with as learners. Providing such a variety of learning experiences you honored individual learning styles and intelligences.

The students were fully engaged with the bulk of the lesson because you set them up for success. You had the lesson move from safe, small-group work to full-class sharing, and back to individual reflection at the end. In this environment the students flourished as they discussed their understanding in a variety of ways. Having the sheet immediately available after the lesson was successful as well, because the thinking was fresh in their minds. It is very interesting to see their "In my learning I am a ..." sentences. I am excited to see what they express next.

While you were teaching, some of the students were seen drawing pictures on their whiteboards, fiddling, and whispering. This was only for a small part of your lesson. Classroom management is something that even veteran teachers continue to work on. In this case, I wonder if more clearly explaining the purpose of the lesson at the beginning would have been helpful. For example, showing an exemplar of a finished product or describing the sheet they would be working on. By explicitly being told the next step, students are more easily able to see the purpose in what they are doing, and therefor stay on task.

You received and used feedback from the previous lesson, and between your first and second teachings of this lesson. Your voice was clearly more subdued and responsive to the environment, which forced the children to be quieter. Between lessons I suggested some management techniques which you immediately implemented (putting markers away before sitting on the ground for group discussion, for example).

Although this was a difficult concept for third grade students with challenging metacognition vocabulary, you scaffolded the lessons in way that guaranteed success. Further, I will be able to apply the work done in this lesson for learning discussions with the students for the remainder of this year.

I am excited to co-teach part 3 and part 4 of this lesson alongside you.

Mike MacKenzie
Grade 3 Learning Leader
Evergreen School
Calgary Alberta

Signatures

(Mentor Teacher) (MacKenzie, Mike): Michael MacKenzie Apr 9, 2015 6:43 PM

(Teacher Candidate) (Cloutier,David): David Cloutier Apr 11, 2015 2:21 PM

(MRU Professor) (Heather MacLeod): Heather MacLeod Apr 21, 2015 10:09 AM

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