

### **General Description of Responsibilities:**

- Short practicum (observed): Core French 11 and Core French 8
- Extended Practicum: Core French 11 (2 classes) and Core French 8 (Enriched Mini Academic Program)

### **Professionalism:**

Morgan's absolute dedication to this important entry stage of her career quickly established her as a teacher candidate who is dependable, rigorous, creative, and who loves what she does. Her willingness to engage in deep conversation about Core French language pedagogy and to learn and try out new strategies is profound and is also the active part of her success. She also took the time to meet for debriefing sessions that then lead to deeper layers of understanding the roles of a teacher. Morgan encountered students with serious mental-health issues who required an empathetic response and also required close contact with our counsellor. She attended a School Based Team meeting in April with the counsellors, administration, district psychologist who discussed the individual plan for this student.

Morgan's in class presence was very strong from the outset. She did, however, learn certain new approaches that would help establish her own agency with the students. She made herself available for extra help during Flex periods, before school and after school as well as when she responded to students' particular concerns about an assignment via on-line help through Teams. Morgan established consistency with her 'Teams' (on-line) page. Students quickly learned that they could depend on Morgan and her own demonstration of professionalism increased the level of responsibility within the class. Other colleagues commented on her friendly and energetic attitude. She has a confident 'presence' and could easily have been considered an active working teacher with experience by other staff in the school who just met her. She also co-taught with me during the initial entry in the French 11 class and showed an intuitive sense of how to be authentic, knowledgeable, and how to work easily within a 'team teaching' situation.

### **Instructional Planning and Instructional Implementation:**

Morgan began her short practicum with the full, focused mindset of when she would be fully immersed in the extended practicum. She demonstrates professionalism everyday: arrives at least an hour early for classes, is a self-advocate who seeks discussion and who is willing to try new strategies, dresses professionally and creates a respectful atmosphere in the class. Morgan's strong language background is enhanced by her cultural immersion in France and in the Dominican Republic; she embeds cultural literacy into many of her lessons and her approach is informed by this lived experience. She demonstrates comprehension of the B.C. Curriculum and has learned to oscillate between the micro and the macro with the focus being the

communicative-experiential approach to language learning. She confidently establishes communication goals for the students in written, listening, spoken, and reading competencies and has used these goals to establish rigour and a willingness on the students' part, to achieve stronger, authentic communication with peers and with "Mme. Kuepfer".

Morgan planned a full unit by linking the B.C. Curricular goals with the available text and then added to the curriculum by creating her own material and by adapting existing lessons and supplementary material. She understands backward design, but also realized that a willingness to change up the day's lessons was important if it meant polishing a concept for fully or letting the students have more time with the more difficult competencies such as speaking. She constantly looked at where she was going: final project, final spontaneous oral conversation and final summative evaluations and tweaked material to make sure that the students understood criteria, understood the communicative goals. Morgan built the project in a manner where success was woven in from the very beginning. She 'chunked' requirements into smaller segments and checked on student progress; this resulted in a very successful participation rate and superior quality of presentation. At the end of the course, when students wrote their reflections, they commented on the support they received and how they were surprised at their own level of competency (especially in spoken conversation).

Morgan became more intuitively aware of how to make engaging lessons for all types of learners. Her ability to pace herself improved throughout the practicum. Further, her specific language knowledge allowed her to attend to specific language elements. Her French language skills are very strong (C1 - European Common Framework/D.E.L.F.), but more importantly, she learned how to deconstruct a grammatical element so it would be accessible to the beginning learner and for students who are aiming for a B1/B2 level of competency. Morgan also learned the scope and sequence, which then allowed her to understand where the students were at in terms of competencies. Her scaffolding became more and more attuned to the needs and experiences of the students. Please note that the French 11 students had not had an active French class since March of the previous year (due to Covid) and their remote classes had disrupted the continuity of learning. She had to deal with a group of students who were less confident and more worried about their own ability. Her positive energy, great big smile and encouragement and deep understanding of the subject helped mitigate this situation.

### **Classroom Management:**

Morgan demonstrated superior organizational skills. She arrived early and stayed late to ensure that material was accurate and ready to go. Note that Morgan often had to rush off to teach music directly after French, so this level of organization was an important part of her success. She stayed late (after her after school music class) and ensured that the board was clear and that she had written her agenda "aujourd'hui" clearly defining what the students could expect of the class. Morgan

posted poster work up on the classroom and made the classroom environment feel comfortable and celebratory. She has a very solid foundation of understanding elements of the latent curriculum. During Covid, students are dealing with a great deal of anxiety (dealing with an intense quarter schedule, family health, isolation from friends etc.). Morgan has both common sense and also an ability to understand adolescent psychology. She brought this understanding to the class and was able to use it wisely in the 'whole class' situation, but also when dealing with individual students with difficulties. She helped negotiate some issues with students and their parents and her understanding of the particular situation of teaching during Covid to help smooth out situations, to predict behaviour. Further, she used the final French 11 unit " Faire face au stress" to help students expand their knowledge about how they could learn strategies and methods to help themselves (breathing exercise, music in class, sharing anecdotes).

In her introductory two weeks of classes for the French 8 course, she encountered students who were at a 'zero start' – some had basic numbers and colours only. The daily frequency of learning in this quarter system allowed her to move the students well into the realm of feeling more comfortable with introduction of self and of asking peers about preferences regarding family, pets, activities and hobbies. Students are already experiencing a lowering of stress about language learning and Morgan had the students delve into music and film culture through the movie "Les Choristes". In short, she has helped students begin to enjoy this vibrant aspect of language learning.

### **Communication skills:**

Morgan brought a firm and experienced hand to communication with students, colleagues, and other staff members in the school (custodial included). She is respectful and is a good listener. Her previous work as a lifeguard, Zumba teacher, volunteer work in schools and choirs has honed her ability to get to the essence of an issue. I appreciated her calm approach to situations that could easily have become management issues in the class. Instead, she worked discretely with students with the guidance of our counsellor. In this way, Morgan has developed a strong ability to understand the responsibilities of the many layers or many 'hats' of the teaching profession. She is a natural. Her strength, competency, creativity and enthusiasm are exactly what our teaching profession needs. It has been a pleasure working with Morgan.

### **Responsibilities for growth: (Morgan's voice)**

My learning and growth does not stop at my practicum, and I don't think it ever will. I have always felt that teaching has been my vocation, and I look forward to digging deeper into my teaching philosophy, practice, and pedagogy. Overall, I feel that I have grown both personally and professionally in the teaching profession and hope to be a model of personal growth for my students. My plans for future growth and development include learning more about adolescent mental health and well-being,

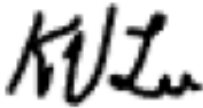
as well as how to best support students during challenging times. This practicum presented several opportunities to enrich my understanding surrounding student mental health concerns, and I hope to further develop my competencies in this area. I believe that student well-being should be at the forefront of our teaching and look forward to exploring ways to encourage students to find their own sources for self-empowerment and growth.

Again, a huge thank you to my three wonderful sponsor teachers, Stephen Fleming, Polly Dobie and Annabelle Ip, and to my faculty advisor, Dr. Karen V. Lee. I truly mean it when I say that my practicum experience would not have been the same without you all. I feel privileged to have had access to your knowledge and experience as I begin my own career. Thank you for your time and support during this practicum. I know I will miss Point Grey dearly and will look back on this experience with the fondest of memories. Merci mille fois!

School Advisor: (Core French) Polly Dobie



Faculty Advisor: Karen Lee



Teacher Candidate: Morgan Kuepfer



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