



FINAL REPORT FOR EDUC 421

Teacher Candidate: Morgan Kuepfer Completed By: K. V. Lee; A. Ip;
S. Fleming; P. Dobie

School: Point Grey Secondary Date: May 13, 2021

Report:

(This report is a combined effort based on the collaboration of the faculty advisor and school advisor. Based on regular observations, constructive feedback and productive discussions, we have prepared this summary and evaluation.)

- **General Description of Responsibilities:**

Short Practicum (Observed): Strings 10-12; Concert Choir 10-12; Core French 8 (Mini); Jazz Band A/B
Extended Practicum: Concert Band 10-12; Core French 11; Chamber Choir 8-12; Jazz Band B; Concert Band 9;
Core French 8 (Mini); (see Appendix A for list of extra-curricular activities)

- **Professionalism**

Morgan's outstanding professionalism demonstrated the confidence and manner of an experienced teacher. With her diverse music and French background, she taught concert band, jazz band, choir, and French as a second teachable subject. She was collegial, collaborative, and developed outstanding relationships with staff, students, and advisors. Regularly, she requested zoom debrief sessions with her Faculty Advisor and was always open to advice and constructive feedback which she implemented into subsequent lessons. As she grew as a teacher, it was obvious she was pedagogically talented, which positively impacted her teaching practice. Professional qualities grew from active discussions at lunch with staff, advisors, administration, facilities staff, and supporting Student Council (STUCO) initiatives. Morgan had amazing organizational abilities and self-assessed her own goals, progress, and growth. She integrated diversity and cultural aspects to student learning to support equity and social justice issues. Even during Covid, she exuded a positive energy that was contagious to those around her by smiling and greeting others in the halls and recognizing student accomplishment and resiliency during a challenging time.

4. Instructional Planning

Morgan thoroughly planned lessons met by the BC big ideas and core competencies. Clear objectives, explanations, and demonstrations were outlined with formative and summative assessment techniques to monitor learning. Logical and progressive sequences enabled students to learn concepts embedded in the content. Intuitively, she took advantage of "teachable moments" by scaffolding instruction in both music and French classes. In music classes, Morgan skillfully adapted her instruction to groups that needed differentiated teaching methods. Morgan continued to professionally grow by studying music scores, learning instrumental fingerings, and teaching jazz.

She created clear and fluid lesson plans while being flexible to change by assessing student levels of comprehension. She developed a variety of teaching and learning strategies while reflecting on daily student progress to prepare them for their final summative assessment. She also incorporated brain and/or movement breaks to increase awareness about the importance of Social Emotional Learning (SEL). Morgan introduced singing to build musicianship in Jazz and Concert Band more regularly with the hope to continue vocal activities in her future band classrooms.



5. Instructional Implementation

Morgan implemented engaging lessons for all types of learners to succeed. Pacing and clarity of instructions were maximized as she adapted to energy and concentration levels. She explored media, call/response, sectionals, clapping, demonstrations, vocalizing, listening, and a variety of conducting gestures. In particular, she fixed musical inaccuracies to reach performance standards for notes, rhythms, intonation, articulation, and dynamics. Implementation involved a routine of warm-up exercises, technique, and repertoire pieces. Over time, she learned to navigate pace by timing the different phases of rehearsals. Pivotal learning occurred when Morgan adapted lessons for both the morning and afternoon music cohorts. She grew in the areas of pacing, transitions, time management, and by prioritizing certain curricular competencies. To help students develop an awareness of mentality, she reinforced positive behavior, positive world news, or simply a positive attitude to reinforce a safe classroom climate for learning.

6. Classroom Management

Morgan demonstrated outstanding leadership and classroom management skills. Her positive and commanding presence explored the following strategies: wait-time, friendly but assertive tone, pace, proximity, eye contact, calling names, positive reinforcement, non-verbal skills, time limits, group/individual work, use of a microphone, and media examples. Minor and major infractions were delineated as she could refocus disengaged students. She developed a strong awareness of the possible types of classroom behaviors and actively greeted students to learn about their lives. Showing a genuine interest in student experiences established trust and mutual respect along with being inclusive and welcoming in her classes. Additionally, she strategized on-task behavior with humor, reinforcing the positive, redirecting the disruptive, and having a no cellphone policy.

7. Communication Skills

Morgan built excellent relationships with staff and students with her outgoing, friendly, and approachable personality. She quickly learned student names to communicate more effectively and took moments to value their outlook and celebrate moments of laughter in the classroom! Due to the pandemic, in-person field trips and concerts were replaced with Morgan conducting at the virtual music concerts. Teaching in both music and French classrooms taught her to adapt and revise leadership and teaching styles. Her interpersonal skills grew by giving concise directions, active listening skills, gauging situations, follow-up directions, positive feedback, and pushing students for higher expectations and/or musical performance. She has also worked on using body language and non-verbal cues to strengthen instruction, cue transitions, and encourage students.

8. Responsibility for Growth (Morgan's voice)

Since I began practicum, I have increased the confidence in my own musicianship and language by stepping outside of my comfort zone. I taught a variety of courses with little previous knowledge (i.e., jazz) and was grateful for the opportunity to learn something new. I have grown personally, professionally, and musically and recognize the limitless opportunities for development in education. My future plans for professional growth include reflecting upon my practice, pedagogy, and collaborating with fellow mentors about resources, support, and my passion. My learning and growth will not stop as I may pursue a Master's Degree or beyond, but there is much for me to learn in the classroom.

In both Music and French, I have learned to be 100% confident in subject knowledge, pay close attention to student progress, and not shy from achieving high standards. Compared to the start of practicum, I feel more



comfortable, confident, and at ease with my own teaching style. My pace of instruction has slowed down as I no longer shy away from using a stern tone to refocus attention in the classroom. I am more flexible, adaptable, and open-minded as there are many opportunities for “in the moment teaching and learning.”

A huge thank you to my three wonderful sponsor teachers, Stephen Fleming, Polly Dobie and Annabelle Ip, and my faculty advisor, Dr. Karen V. Lee, who provided invaluable guidance. I feel privileged to have had access to their knowledge and experience as I begin my own career. Thank you for making me feel so “at home” in Vancouver. Finally, I am grateful to all the students I taught as they helped me rediscover my passion for teaching. Again, thank you everyone, for your time and support during this practicum. This was a learning experience that I will never forget and will be forever grateful!

School Advisor: Stephen Fleming

School Advisor: Annabelle Ip

Faculty Advisor: Karen V. Lee

Student Teacher: Morgan Kuepfer

Date: May 13, 2021



Appendix A: (List of Extra-Curricular Involvement)

. Involvement

- October 16th, 2020 - Attended the BCMEA Virtual Conference
- November, 2020 - Attended the OMEA Virtual Conference
- December 2020 - Conducted in the Point Grey Music 2020 Virtual Winter Concert
- February 23rd-May 11th, 2020 - Led after school Chamber Choir
- February 24th, 2021 - Participated in Anti-Bullying Day (Pink Shirt Day)
- February 24th, 2021 - Attended Staff/Department Meeting
- March 8th, 2021 - Participated in International Women's Day (Purple Shirt Day)
- March 9th, 2021 - Participated in Twin Day
- March 11th, 2021 - Attended Staff Meeting
- March 11th, 2021 - Attended Jazz Workshop with Brent Taylor
- March 31st, 2021 - Attended Staff Meeting
- April 14th, 2021 - Participated in International Day of Pink
- April 22nd, 2021 - Participated in Earth Day
- April 15th & 16th, 2021 - Played and conducted in Senior Concert Band's virtual performance
- April 26th, 2021 - Attended Pro D Presentation: "Compassion Fatigue: Caring for Ourselves While Caring for Others" by Dr. Gabor Maté
- April 27th, 2021 – Facilitated and led Chamber Choir Dress Rehearsal
- April 28th, 2021 - Attended Staff Meeting
- April 29th, 2021 - Attended Jazz Workshop with Brent Taylor
- May 3rd, 2021 - Assisted with an additional Chamber Choir rehearsal
- May 4th, 2021 - Conducted the virtual concert for Chamber Choir
- May 10th, 2021 - Conducted in the virtual concert for Jazz Band B
- May 11th, 2021 - Planned and prepared a final Chamber Choir Celebration and mini Graduation Ceremony for graduating students

Copies to: Teacher Candidate Faculty Advisor School Advisor

Signature: _____