

UNIVERSITY OF NORTHERN BRITISH COLUMBIA EDUCATION PROGRAM
Evaluative Report by Faculty Advisor/Practicum Supervisor Based on
Observations



EDUC
490
FA/PS

Teacher Candidate: Marian Minar

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Marian was placed at Lakewood Junior Secondary School, Prince George for his Education 490 practicum. In consultation with his cooperating teacher, Ms. Kim Briggs, he was assigned preparations for classes in Math 9 and Principles of Math 10. Both classes had enrolments of approximately 26 students of mixed academic capabilities especially Math 9. I observed two classes of Math 9 and one of P. Math 10. His cooperating teacher, Ms. Briggs, observed Marian teach all or part of several lessons. It is from the observations of his lessons by both myself and Marian's cooperating teacher that this report is compiled.

Standard 1: Professional educators ensure the physical safety, and intellectual and emotional security of the students and intervenes where possible if others fail to value and care for them.

Mr. Minar conducts his classes in a manner that provides students with an environment of high personal regard and the expectation that all students can learn the course content. Ms. Briggs has noted Marian's quick response to stop some name-calling was effective in halting the "inappropriate" behaviour and maintaining the emotional security of the students.

Standard 2: The professional educator understands the role of parents and the home life for their students.

Marian plans the lessons to, primarily, fit with the curriculum and, secondarily, to relate the content to the students' community experiences. His lessons are enriched when he involves students in demonstrating practical examples from the lesson.

Standard 3: Professional educators have a broad knowledge base as well as an in-depth understanding of the subjects they teach.

Ms. Briggs and I have made several notes about Marian's high level of competency in Mathematics. He uses this knowledge to help his students understand the reasons for the operations called for in simple exercises and in solving word problems.

Standard 4: Professional educators are knowledgeable about Canada and the world.

Ms. Briggs and I felt this standard did not fit into the curricula taught by Mr. Minar during this practicum and so there is no evaluation made.

Standard 5: Professional educators are knowledgeable about BC's education system.

Mr. Minar is knowledgeable about the mathematics curriculum and uses the PLOs to select appropriate text materials in his lessons.

Standard 6: Professional educators understand children's growth and development.

Mr. Minar responds to student misbehaviour in an appropriate manner when he becomes aware of it. Setting out and enforcing rules or expectations for students during the various phases of typical class work would keep more students on task and out of trouble. For example, what is the behaviour expectation for each student when he is reviewing work?

(Each page of an evaluative report to be signed by both Faculty Advisor or Practicum Supervisor and the Teacher Candidate.)

Report written by: name of Faculty Advisor/Practicum Supervisor
Jim Caldwell
Date: _____

I have read this evaluative report: _____
Date: _____
name of teacher candidate

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Ms. Briggs notes, "As well, Marian has difficulty keeping classes under control, often running out of ideas of how to return their focus and thus relies on the teacher to refocus students – increasing his repertoire of classroom management techniques will help him in future classroom situations."

Standard 7: Professional educators implement effective teaching strategies including providing a supportive learning environment, plans and teaches effectively, monitors student learning and adjusts strategies appropriately, uses a variety of question techniques and manages transitions smoothly.

I have found Marion's pacing to be too slow in general. His explanations are detailed and the less able students are easily able to follow the work but the disengaged students lose interest and then, as Ms. Briggs suggests, it becomes a classroom management issue. Marion needs to closely monitor the pacing of his lessons, which should vary with the task at hand, and be prepared to modify his lesson or his pacing according to the needs of the whole class.

Mr. Minar plans the teaching of a concept in very good detail. He should, I believe, give students more guided practice time after each concept is introduced before moving on to teaching the next concept. Marion tends to overuse the lecture method of instructing students the consequence of which can be a lack of feedback regarding problems the students have with learning the subject. Ms. Briggs suggests that Marian would also have more feedback regarding student ability if he used worksheets and more quizzes instead of relying on the text for practice.

According to Ms. Briggs, and I agree, Marian has shown considerable growth in the development of his questioning techniques over the course of this practicum. He now asks more probing or specific questions and will clarify the question when a student struggles to come up with the answer.

Standard 8: Professional educators apply principles of assessment, evaluation, reporting and maintains accurate records of student achievement.

Cooperating teacher, Ms. Briggs reports, "Marian follows and uses the school's marks program, entering marks regularly."

Standard 9: The Teacher Candidate establishes and maintains constructive, professional relationships with other teachers and school staff.

Mr. Minar has shown a high degree of commitment to his work through his attendance as a chaperone at a school dance, attending a professional development workshop on evaluation and tutoring students at lunch and after school. Ms. Briggs has noted that Marian consulted other teachers about the unit test given in week 2 of the practicum.

Standard 10: The Teacher employs reflective practices that enhance understanding and skills

Marian is open and honest about his assessment of the lessons he has taught. Ms. Briggs and I agree that he is developing better skills in suggesting improvements for future classes. He is "open to suggestions and adjusts his lessons" in response to suggestions from his cooperating teacher

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In summary, Marian has had a successful practicum – one in which he has learned some new techniques and has reinforced some of those developed in the first practicum. During the upcoming “491” practicum we suggest that Marian:

- provide students with clearer expectations for their activities during each part of a lesson.
- monitor the pacing in his lesson and either adjust the pace or amend the objectives of the lesson as appropriate.
- engage students in guided practice exercises soon after a new topic has been taught.
- Marian also needs to work on classroom management

These suggestions are recommended to facilitate Marian’s success with his students in a typical Mathematics classroom.

Given Mr. Minar’s dedication to the success of his students and his overall effort, both Ms. Briggs and I are confident that Marian will make a very fine teacher. He is committed to improving his teaching and to making the subject he teaches a successful experience for every student in his class.

We wish Marian good luck in his next practicum and in the career that will follow.

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