

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



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491
FA/PS

Teacher Candidate: Marian Minar

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Description of school and context of teaching:

Mr. Minar's assignment was to teach Mathematics at the grade 8 and 11 levels at Prince George Secondary School. During this final practicum the Student Teacher taught up to 75% of the time, assuming all duties and responsibilities of the Cooperating Teacher.

Planning:

In Math 8 and Math 11, Mr. Minar developed Unit Plans for teaching which paralleled the topics the Cooperating Teacher would have taught during this term. In all cases, unit plans were complete with lesson topics, learning outcomes, instructional strategies, activities, expected time segments, and evaluation criteria. These were based on and correlated with the Provincial Learning Objectives. Initially the individual lesson plans showed little consistency in format and structure, but as the practicum progressed these plans reflected added detail in the areas of procedure and lesson development, as well as added variety in presentation styles. Marian forwarded detailed lesson plans well in advance of the scheduled lessons.

Teaching:

Pacing for lessons was generally appropriate for the more senior students, and improvements in this area were evident in grade eight classes as the practicum progressed. Marian is aware of how this important dynamic can affect the success of lessons presented. A skill which has also shown improvement is the establishment of linkages to previous student learnings – both at the beginning of a lesson and from skill to skill within the lesson.

Mr. Minar is very competent in the area of technology. He incorporated technical teaching aids both to enhance his lessons and to provide experiences to students in making correlations between theory and practice in Math. He developed lessons to present in the computer lab, and accessed information from the web to supplement and enhance the learning materials at the school.

Questioning techniques showed refinement over the course of the practicum as evidenced in variety and effectiveness. The time between asking a question and waiting for a response from a specific student was appropriate. Given the nature of the subject taught, there was little opportunity for the use of open-ended questions, but Marian's questioning techniques both surveyed student understanding on a regular basis and re-focussed the attention of students when necessary.

Classroom routines for asking questions, handing in assignments, and completing homework were all well understood by the students. Marian spoke clearly and with age-appropriate vocabulary during instruction.

Report written by: BUD BURBEE
Date: APRIL 22, 2008

I have read the evaluative report: MARIAN MINAR
Date: APR. 22 / 08

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Marian made notable progress in maintaining a better awareness of class dynamics as the practicum progressed. He has developed a better appreciation of how the inattention and social issues presented by students have the potential to impact learning.

Procedures for the evaluation of student learning included a variety of sources including participation marks, homework assignments, peer evaluation, frequent quizzes, and exams. Record keeping for student achievement was current, and students were fully informed regarding their current level of achievement.

Marian contacted parents for reasons of student achievement or behaviour when necessary. He attended staff/faculty meetings and participated in some of the Professional Development sessions offered. He also volunteered to conduct exit interviews for grade twelve students, advising and counselling from his own recent experience.

During post-observation conferences, Mr. Minar was able to make accurate observations about his lesson and to suggest changes for improvement. Not only did he accept feedback positively, but where appropriate, suggestions offered by the sponsoring teacher and practicum supervisor were implemented.

Reflection:

In the area of student management, Marian demonstrated growth in dealing with inappropriate student behaviours. His attention to planning, pacing, and transitions, resulted in lessons with generally good flow, activity, and purpose. Mr. Minar presented a positive, encouraging, attitude with his students, and his performance might be described as demonstrating a respectful manner, a calm demeanor, and a conscientious attitude toward completing lesson plan objectives in all observed lessons.

Summary:

Mr. Minar has earned the respect of his students and the confidence of his sponsor teacher. Marian has demonstrated that he is organized, conscientious, and enthusiastic about the subject material he teaches. The practicum supervisor notes that he was constantly looking for methods to improve his teaching skills. He is, in my opinion, someone who sincerely cares for the progress and welfare of the students in his care. He demonstrates the attributes of an effective educator, and has completed a successful final practicum.

End of practicum report.

Report written by: BUD BURBEE
Date: APRIL 22, 2008

I have read the evaluative report: MARIAN MINAR
Date: APR. 22 / 08

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Planning: Marian started off immediately with no phase in period. He took over planning the coursework and lesson plans with some guidelines from me. His lesson plans developed over time as he became aware of those things that he needed to include to assist him in smoothly delivering a lesson. He came to the realization that time indications in his lesson plan would be advantageous. Overall his planning was good and complete.

Teaching: Marian has excellent knowledge of the subject material (math) so this was of no concern. Where he found he struggled was in deconstructing his knowledge base into bite size pieces that would be at the appropriate level based on their previous knowledge. Knowing what the students already knew or were suppose to know comes from experience and as the practicum continued he became more comfortable in this area. His delivery style was somewhat limited to the stand and deliver "lecture" style but this is probably the most common technique for teaching math at the secondary level. He did however take classes to the computer lab on various occasions to give them other modes of learning. As he continued to teach he noticed how the students sometimes took advantage of his kind nature. I believe that initially he felt that holding kids to a set of rules determined by him was somehow not appropriate, even though his expectations were well within the norm of such things and the students had had the opportunity to discuss them at the beginning of the course. As he continued to teach he began to feel more comfortable with holding kids to the expectations and following through with the consequences of their behaviors. I believe these are areas that Marian will continue to grow in as he gains more experience in the classroom and has more interaction with students of various ages.

Marian has excellent technology skills and is very proficient in the use of the computer as a teacher's tool for record keeping as well as for organization of his work and student work. He has created links to my webpage that allows students to see what was for homework as well as what their current marks are. He has shown me and the students various applets and programs that are useful in the teaching of mathematics. He became familiar with the problems and mechanics of booking technology equipment in a large school.

One of Marian's growth areas was in the area of questioning. Initially his questions were very deliberate and somewhat wooden and of a lower level of understanding. As I mentioned above, as he became more familiar with the students and what they had for previous understanding his questions became more relevant, more timely and were going for deeper understanding of the material.

Marian got to know the members of the math department and contributed significantly to the discussions held in department meetings. He attended all staff meetings as well as meetings with counselors or learning assistance personnel. He was confident in making decisions of what needed to be done in his class but was open to alternative ideas and would seek input from others before making a decision. I believe that he is an excellent member of a teaching team and will become a valued member of any school.

I have no concerns in recommending him as a teaching professional.

(Each page of an evaluative report is to be signed by both the Cooperating Teacher and the Teacher Candidate.)

Report written by: Brian Hatcher
Date: April 24/08

I have read this evaluative report: MARIAN MINAR
Date: APR. 24 / 08