

April 8, 2016

Final Practicum Report

## **DOMINIQUE BAUTISTA**

Dominique has finished her 10 week Teaching Practicum at McMath Secondary School in Richmond. During this practicum, she has taught the following:

- English 11 - Call of the Wild novel study, and Poetry
- Socials 9 - French Revolution
- English 9 - Romeo and Juliet
- Socials 10 - Immigration to BC
- Outdoor Education - one week at Strathcona with Explorations students

Dominique has had an outstanding practicum. She is a new teacher who has shown herself to be extremely organized. Her organization has allowed her to be prepared for the many challenges in the classroom that face all teachers every day. She works extremely well under pressure. She has taught some very challenging units, and has proven herself to be very resourceful, quick thinking, and committed to the growth of her students. She is very committed to her own growth as a teacher. She wants to learn all that she can, and she has learned a tremendous amount. She is very self-reflective. She accepts constructive feedback and continually strives to improve and enhance the learning of the students in her classes. Dominique is exceptional in her knowledge of the different subject areas which she taught. Both her English and her Social Studies knowledge have been very thorough and as a result, all her students have had many wonderful opportunities to learn and grow. The last thing I would like to say about Dominique is that she is an excellent communicator. She communicates effectively and clearly with all the professionals involved in her practicum.

### **PROFESSIONAL QUALITIES:**

Dominique demonstrates in all of her teaching enthusiasm and a positive attitude for teaching/learning. She teaches with the knowledge that not all students learn the same way, and adapts her curriculum to meet the needs of various students. It has been a pleasure for me to go into all of Dominique's classes and to witness a positive, safe, engaging, and inquiry-based environment. Her students like coming to her classes. The last class I observed, the students were acting out various scenes of the play Romeo and Juliet. It was so impressive not only to see how well the students knew and understood the play, but their enjoyment in demonstrating their knowledge of the play. Dominique, right from the first day of her practicum assumed the role of the teacher. She is firm, encouraging, and committed to her students learning. In every aspect, Dominique is the ultimate professional. She is an absolute pleasure to work

with, and she, in turn, is very respectful and cooperative with her advisors and other professionals. Dominique has organized an all day field trip for her Socials 10 and Explorations class. The students are touring Gastown in learning about Vancouver's early history. They also are participating in a sustainable dumpling making workshop with a hua foundation, a non-profit organization in Chinatown, focussed on youth, Chinese culture, and environmentalism. In the afternoon, the students are going on a tour led by colleagues from the Chinese Canadian Historical Society and the Youth Collaborative for Chinatown. This is such a wonderful and enriching experience for her students. It is worthwhile to note, that Dominique has been asked by the Chinese Historical Society to share at a dinner her experiences using the content she has culled from the CHSS to enhance Socials 10 curriculum about Indigenous and Chinese-Canadian history. Dominique is one of those teachers who is continually striving to find materials that will excite and motivate students to learn. She uses inquiry-based learning and the projects that her students have done have been outstanding. Dominique has been asked to attend the week long outdoor camp at Strathcona. She is excited and so keen to go. The students are lucky to have her as one of the teachers! Dominique has attended the professional development that the school and the district has offered during her practicum. Dominique is going to be a judge with the Richmond Regional Heritage Fair, May 6 - 7. This event is hosted by the Richmond Public Library as a means for students to get excited about their inquiry-based projects about sites in Richmond that matter to the students! All of the areas that Dominique has been involved in, she has done so with curiosity, strength, commitment and passion. Dominique really is an exceptional teacher.

### **INQUIRY AND REFLECTIVE PRACTICE:**

It truly has been a pleasure to work with Dominique. She readily accepts constructive feedback, and incorporates it into her teaching. As a student teacher, Dominique takes everything in her stride. She is ready and willing to have feedback. She is interested in promoting the learning and well-being of all here students. She has worked with Ms. Tsui, Mr. Track, the EA's, and other support systems or at McMath so that she can provide the best possible program for students who have specific learning needs. Dominique would like to take further courses in teaching students with special needs so that she can best meet their needs. Dominique uses inquiry-based teaching in all of her classes. The students are continually challenged to look for connections and to link their learning to the outside world.

### **CURRICULUM PEDAGOGY AND ASSESSMENT:**

Dominique has consistently prepared detailed unit and lesson plans. Her organization is clearly evident in her preparation. She has had her unit plans ready well in advance so that she could get feedback from her school advisors: Ms. Tsui and Mr. Track. and make any changes if necessary. Dominique used a variety of learning modalities so that the students could learn in a multi-modal environment. Dominique has an excellent grasp of the content that she was responsible for teaching. Having such a sound content knowledge allowed Dominique to plan and execute interesting and challenging lessons. Students have been given in class based assignments to work on during class

time. Assignments often offer choices to students to select what they are most interested in. For example, in *Romeo and Juliet*, students could select the character of their choice to write about in their journals. In the Socials 10 Historical Site Proposal students selected a site in Vancouver that they think should be deemed a historical granting by the city. They then completed a values based assessment of the site to explain why it is so notable. Students were also tasked with interviewing a member of the community and to consider why the site they have selected has importance to that person. Students must also respond to why the site is of importance to them, as youth. The hope is that their work can be showcased in the community. In Socials 9, students selected one of the French philosophers introduced to them, then they rewrote a song of their choice to reflect that philosopher's ideas. In English 11, students were tasked with analyzing a particular song for its poetic merits, and annotated them with relevant web links that help explain what the song is about. Dominique has spent much time adapting her curriculum to that all her students could learn. Her classes started and ended with well planned introductions and conclusions. Dominique is very well versed in both formative and summative assessment. She used her assessment data to set meaningful learning goals, motivate student learning, and guide her teaching. Some examples of assessment used by Dominique are: entrance/exit slips, blog posts, summary of main ideas, KWL chart, group discussions, class debates, kahoot quizzes, journal reflections, and more.

### **LANGUAGE, LITERACIES, AND CULTURES:**

Dominique presents her lesson plans clearly. She uses many approaches to teach the main idea. I so enjoyed watching her use strategies like: fish bowl, kahoot, power point, iPads, gallery walk, etc. The students respond so well to a variety of strategies, and in her Socials 10 class, many times the discussion became very animated and sophisticated. In all of her content, Dominique used clear and concise language specific to the content she was teaching. Dominique's educational philosophy is deeply rooted in equity and fairness, as opposed to equality. She strives to meet the individual needs of each student the best way she can and she is learning how to adapt to individual requirements: culturally, learning style, language ability, specific learning needs, etc. For example in her poetry unit she has allowed students to annotate and analyze song lyrics of their choice for poetic devices. With some ELL students, she has opened up the assignment so that students may select songs that are not in English, so long as they provide a translation of the song into English when they do their analysis.

### **CLASSROOM CLIMATE:**

Dominique's classes have been a pleasure to be in. She organizes the environment in the class so that the students have the best possible chance of learning. She taught a class, but in fact was teaching a class of individual learners. Dominique has a wonderful rapport with her students. They respect her both as a teacher and as a role model. She is consistent with her classroom expectations and the students always are aware of what is acceptable in her classes. Dominique challenges the students in their learning, but also reinforces the students in what they have learned. Her classes are open, engaging, safe, and exciting. If I was a high school student at McMath, I would

love to be a student in one of Dominique's classes.

**FINAL COMMENTS:**

It has been a pleasure being a Faculty Advisor for Dominique. She has handled all the challenges of her teaching practicum with dignity, maturity, and sincerity. She has become a teacher that I would love to teach alongside with. I have absolutely no reservations about Dominique's abilities as a high school teacher. She is inquisitive, passionate, organized, collaborative, and exciting to watch teach. Dominique will bring all of these wonderful qualities to her teaching career. I have no doubt in my mind, that Dominique is going to always stand out for students as a teacher that they will remember well after graduating.

*Ann Hayes*

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