

École Secondaire Robert McMath Secondary School

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UBC Teacher Candidate Extended Practicum Final Report

Student: Ms. Dominique Bautista

Practicum Dates: February 1, 2016 to April 22, 2016 (10 weeks)

School: École Secondaire R.A. McMath Secondary School District: #38, Richmond

School Advisors: Mr. David Track and Ms. Baren Tsui

Faculty Advisor: Ms. Ann Hayes

This report completed by Mr. D. Track and Ms. B. Tsui.

Subjects Taught:

English 11	Duration: 8 Weeks	Units: Novel Study, Essays, Poetry
Social Studies 9	Duration: 7 Weeks	Unit: French Revolution
English 9	Duration: 6 Weeks	Unit: Shakespeare
Social Studies 10 (Enriched)	Duration: 5 Weeks	Unit: BC History

Overview:

It has been our pleasure to work with Ms. Bautista during her practicum. She has proven to be a thoughtful, highly organized, self-initiating teacher who has demonstrated professional integrity and responsibility throughout her practicum. Ms. Bautista's attitude and philosophy demonstrate caring and respect for all students and colleagues and a deep commitment to her own learning and development as a teacher.

Professional Qualities:

Ms. Bautista is professional in every sense of the word. From the outset of her practicum, she approached her role as a teacher with an eagerness to learn, a sense of responsibility and a high regard for the profession. She has continued to develop as a thoughtful, responsive and compassionate teacher who nurtures student interests and strengths.

Ms. Bautista's ability to reflect thoughtfully on her teaching is impressive. Oftentimes, she was able to identify areas in need of change or improvement before her advisors addressed the issues. Nevertheless, she readily sought advice from her school and faculty advisors and has implemented suggestions and ideas in order to improve her practice. Ms. Bautista's students benefited from her reflections and flexibility to make adjustments. She adjusted lessons, offered different opportunities for assessment and added creative and innovative elements to her units in response to her students' needs.

Ms. Bautista became a well-integrated member of McMath's staff. She worked successfully with our learning resource teachers and educational assistants in order to learn how to best

support her diverse students. She worked with colleagues within the school's Explorations program to plan, support and implement a number of extra-curricular activities to further student learning, including a movie night, a field trip to Chinatown, and an extended one-week camping trip with 90 students from grades 8-10. Her willingness to support the school and its programs went well beyond the walls of the classroom.

Ms. Bautista took her role of teacher candidate seriously and strives to continue her own learning. She participated in our professional development day focused on digital literacy and citizenship.

Planning:

Ms. Bautista demonstrated a strong commitment to thoughtful and careful lesson planning. Since the beginning of her practicum, she showed great care in organizing units and lessons in advance with thought towards how best to help students achieve learning outcomes and engage with sophisticated texts and ideas. Using a foundation of the "Big 6 Historical Thinking Concepts", she endeavoured to embed critical thinking and deeper understanding within her Social Studies units.

Ms Bautista's planning and organization was exemplary, having completed her unit plans well in advance of implementing them. At the same time, she is to be commended for her flexibility in shifting timelines and adjusting lessons according to student progress and understanding and resulting from the often unexpected administrative interruptions to the classroom.

As her practicum continued, Ms. Bautista responded to her students' needs and implemented assignments that allowed them to demonstrate their understanding in engaging ways and led students to feel a sense of pride in their work. She took risks in incorporating engaging learning activities and assessments such as student Shakespearean performances and mock trials in Social Studies. In addition, Ms. Bautista consistently planned for a good balance of activities and provided opportunities for students to work independently, in partners, and in groups.

Instructional Implementation and Assessment:

Ms. Bautista delivered thoroughly engaging lessons while maintaining an academic atmosphere. She utilized a variety of oral and visual strategies to deliver instructions and lessons. When she taught a new skill or concept she has tapped into the students' prior knowledge through engaging hooks, often with supporting multimedia resources. She often clarified the purpose and focus of the tasks, connected it to the previous day's lesson, and set the expectations of what she wanted from the students.

Ms. Bautista's carefully planned assessment practice allowed students several opportunities to show that they met intended learning outcomes and refined their skills. She established criteria for all assignments and created a variety of assessment rubrics for assignments. She continued to reflect on her planned assessments to ensure that it is authentic and follows from course and

unit objectives and lessons. She was consistently prompt with her assessment and feedback to students.

Classroom Management/Environment:

Ms. Bautista established an energetic, safe, and appropriately comfortable atmosphere in the classroom. She was always respectful and fair with students. Ms. Bautista frequently made connections with students by including engaging hooks or examples in her lessons based on popular culture.

The positive relationships Ms. Bautista developed with the students aided her in the implementation of her lessons and classroom management. As a small number of students tested their boundaries at the start of her teaching, Ms. Bautista dealt with each situation calmly and reasonably. Ms. Bautista was very thoughtful and reflective in how she approached behavioural difficulties by treating the students with respect and giving due positive reinforcement and praise.

Communication:

Ms. Bautista supported her school advisors in giving parents and students feedback during parent teacher conferences to keep them informed and so that students and their families could develop strategies for improvement.

Her careful record keeping and timely grading allowed Ms. Bautista to provide clear and prompt feedback about student progress in meeting learning outcomes. She was able to rely on her carefully maintained records to follow-up with students who have missed classes or fallen behind and she supported them in catching up. Ms. Bautista ensured that students in her class always knew what they needed to do and when it is due. This, combined with her clearly communicated expectations on assignments, ensured that students had a clear understanding of their grades and what they represent.

In working with learning resource teachers and educational assistants, she also effectively communicated her concerns about at-risk students or struggling learners. At the start of her practicum, she took the initiative to meet with learning resource teachers to review IEPs and learn more about her students. She continued to communicate additional support, adaptations, and modifications that she made for students with their respective school-based teams.

Ms. Bautista augmented classroom instruction and planning with the use of Edmodo, an online class communication tool. She consistently updated homework and posted reminders to students on Edmodo. This additional tool required additional management and active involvement from Ms. Bautista.

Summary:

It has been our sincere pleasure to work with Ms. Bautista and watch her hone her substantial skills to develop as a passionate and thoughtful educator. Since her arrival at McMath, she has

demonstrated exemplary management of the classroom environment and a deep commitment to student learning. In her time with us, she has become a valuable member of the school community and an asset to the department. She is a mature, professional, thoughtful educator, and we look forward to working with her in the future as a teaching peer.

Date received and discussed: April 12, 2016

Signatures:


School Advisor


School Advisor


Faculty Advisor


Teacher Candidate