



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Education  
Teacher Education Office

SECONDARY PROGRAM OPTION  
FINAL REPORT

Teacher: Christian Loro Faculty Advisor: Lawrence Holbrook  
Candidate:  
School: Moody Middle School Date: June 22, 2011

Christian Loro has had a successful practicum at Moody Middle. He worked in a grade 8 team and taught Humanities and HaCE to two classes, and team taught Lifetime Recreation and Art to two Explorations class. He prepared and taught units on Poetry, Renaissance, Family Life, and Road Safety. His teaching load increased gradually to 80%, and he chose to teach 90% for the majority of his practicum. At the end of the term, Christian prepared report card letter grades and comments for Humanities, and HaCE. The classes Christian worked with were heterogeneous classes that included ESL students, students with learning difficulties, gifted students, and students with behaviour issues. Right from the beginning of his practicum Christian demonstrated a strong ability to connect with kids. Christian volunteered his after school time to assist with the rugby team and as well, generously assisted with the 2 night 3 day Loon Lake camp in Maple Ridge.

#### Professional Qualities

Throughout the practicum, Christian met all challenges with enthusiasm. He was reflective of his teaching and eager to learn. Christian spent a good deal of time collaborating with other teachers and eagerly accepted their ideas, suggestions, and advice. He worked equally well with his school advisors and was always willing to reflect on his progress and to implement mutually agreed upon plans.

Christian established a warm, safe, and appropriately comfortable atmosphere in the classroom. He is sensitive to the emotional and academic needs of students, and recognizes the need to establish an environment in which children can function effectively and take risks or try something new or different, and be respected for their efforts. Christian made himself available at nutrition break and lunch to help out students with their work or to just interact with them socially.

Christian also became an integral part of the school's staff. He attended all staff meetings and actively participated in one professional development day. As well, he assisted with the rugby team and participated in organizing and supervising the grade 8 overnight camp. It was obvious that Christian felt comfortable on our staff as he made an effort to have lunch in the staff room whenever he could and interacted with other colleagues in a friendly and professional way.

#### Instructional Planning

Christian took great care in planning units and lessons. Units were organized logically and a good variety of resources were used. He planned for an appropriate balance of activities, both passive and active, and incorporated opportunities for students to work in large groups, small groups, pairs, and independently. Students were required to demonstrate their learning through a variety of tasks including written work, oral presentations, and other visuals (models, posters, power point presentations). He was clear about his goals and objectives and ensured that his students were aware of these. Assessment was continuous and students were made aware of all criteria involved in assessment.

#### Instructional Implementation

Christian began most of his lessons with an agenda written on the white board. This prepared students for what was expected of them during each lesson. Lessons were logical and directions were clearly stated. He created a substantial number of visual aids to augment his lessons, and in particular used the computer and projector to good effect to emphasize points, summarize directions, and to provide visual support for his lessons. Christian effectively varied the types of teaching strategies he used and activities he had his students participate in. These

ranged from direct instruction, to independent seat work, to project work; both individual and group. One area of significant growth for Christian is that of questioning skills. He has become more aware of the level of questions he poses as well as the distribution of questions throughout the classroom. Christian has also shown growth in making effective use of wait time following the posing of a question and thus providing time for students to think and formulate answers. He also employed techniques such as thing-pair-share to help ensure that even reluctant students have the opportunity to participate and contribute answers.

As his practicum progressed, Christian lessons proceeded at an appropriate pace thus effectively maintaining his students' attention. His lessons were well planned and marked by an enthusiastic presentation and consequently the children were keen to participate.

#### Classroom Management

Christian is an extremely courteous and warm person who treats his students with respect. He uses positive reinforcement and consequences whenever possible. Throughout the course of the practicum Christian has learned to better manage inappropriate and off task behaviour. With some suggestions from his advisors, Christian developed some good techniques for managing the group and is firm, fair and reasonable in his expectations. As a result, the classroom environment often is humming with enthusiastic and productive student activity. Christian should continue to seek advice, suggestions, and information on effective management strategies as a major focus of his professional development plan.

#### Communication

Christian has demonstrated good communication skills throughout his practicum. His tone of voice, volume and inflection are very appropriate for the classroom and his vocabulary is suited to this age group. The students were always engaged when Mr. Loro related one of his many personal stories. Christian also makes good use of the computer and projector as a teaching device – illustrating what he is talking about, organizing information, and enumerating steps in a process. Handouts are always clear, neat and well organized and he is learning to photocopy more than a class set as inevitably a student will have lost the original copy.

Christian continues to work on not allowing call-outs and interruptions. Throughout the practicum, he learned to also use a variety of non-verbal responses (proximity, eye contact, gestures) in addition to verbal commands.

#### Concluding Remarks

Christian has had a very good practicum. He has spent an appropriate amount of time questioning and reflecting on his role as a teacher. It is obvious that Christian enjoys teaching as well as learning from his students. His units and lesson plans are well thought out and reflect his desire to transfer that passion to his students. He recognizes his strengths and weaknesses and is open and willing to accept advice and direction. Christian is committed to his students' learning and values his relationships with them.

It has been a pleasure watching Christian grow throughout the practicum. He is a calm, kind and dedicated individual who enjoys being with kids, be it on the basketball court or on in the classroom. I would be happy to have him as a colleague..

Copies to:      Teacher Candidate       Faculty Advisor       UBC Teacher Education Office

Signature:

