



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education
Teacher Education Office

SECONDARY PROGRAM OPTION

FINAL REPORT

Student Name: Alicia Burke

Date: May 3, 2004

Faculty Advisor: Virginia Dean

General Description of Responsibilities:

Alicia began her practicum teaching two Accounting 11 classes. At week four, she picked up two Marketing 11 classes. At week seven, Alicia picked up a Business Education 10 class. At week eight, she picked up a Business Computer Applications 11 class bringing her teaching load to 80%. Alicia taught the required teaching load to successfully complete her 13 week practicum.

Professional Qualities:

One of Alicia's greatest strengths is her professionalism. She is highly self-reflective and accepts and acts on constructive criticism. I found this quality to be very refreshing when working with her and highly indicative that Alicia will continue to develop into an excellent, self-aware professional. Alicia actively listened to suggestions for improving her teaching and became very reflective during post observation meetings. Alicia is a very intelligent woman who has great potential for growth as a professional. Alicia is a good role model for students. She is respectful with students and staff and is dependable and punctual. Alicia is very organized and conscientious and communicated quickly and effectively with school and faculty advisors during her practicum. She is highly enthusiastic about teaching. Alicia also demonstrates a high level of initiative and she is willing to take on responsibilities.

Alicia contributed to school life by involving herself in a number of extra-curricular activities including: assistant coach for grade 8 bantam girls' basketball; volunteering for the British Columbia Business Education Association's annual conference; liaising with the Silent Reading Committee and creating a student survey; supervising a school dance. Alicia also organized a field trip involving 100 students from her school who viewed a documentary entitled "The Corporation" and a field trip to Oakridge Centre for 30 Business Education 10 students for a market research unit. In addition, Alicia attended a number of workshops including: Beyond Monet; Special Needs ADD, ADHD; Integrate Assessment Software; Field trip organization; Risk-taking in the classroom; Encouraging discussion and closing a lesson. Alicia also observed and participated in a special needs class and took the initiative to meet with the ESL teacher to learn how to work more effectively with her ESL students.

Instructional Planning:

Alicia continues to develop her instructional planning. She is learning what works and what she needs to change. Alicia has an excellent knowledge level in business and keeps current by reading business periodicals such as The Economist. She is becoming more knowledgeable about the abilities of students in each subject and grade level. She continues to work on clarifying her objectives for each

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lesson. Alicia was excellent about having lesson and units plans prepared ahead of time. Alicia incorporated a variety of interesting and challenging activities into her instructional planning. She used an assortment of assessment strategies in her teaching. In marketing, students completed a number of creative and interesting projects some of which involved peer evaluation.

Instructional Implementation:

Alicia followed a logical sequence in each of her lessons beginning with an introductory activity and including appropriate closure. Pacing and transitions improved throughout the practicum. She included interesting and engaging strategies in her lessons. Her questioning techniques improved and she incorporated three levels of questioning, thus ensuring that she challenged her students with higher level, critical thinking. She uses wait time effectively and reframes questions as required.

To quote Alicia "I think my instructional implementation will always be a work in progress". This comment clearly demonstrates that Alicia understands teaching is not static, but rather a process that one continues to change and improve on over the course of her career. I have no doubt that Alicia will continue to develop into an excellent teacher.

Classroom Management:


Alicia was fortunate to work in a school with overall cooperative student behaviour. Although she had very few classroom management problems, Alicia demonstrated good classroom management skills when needed. Alicia created a positive, friendly environment in her classes. She was consistent and fair with students. She showed a genuine interest in her students which she demonstrated by engaging in individual conversations while monitoring student progress. Alicia made a point of knowing her students' names and using them to increase accountability.

Communication:

Alicia uses appropriate grammar and vocabulary in her spoken and written communication. She has good presence in the classroom. She effectively uses wait time and eye contact. She is very aware of student needs and very responsive to students' questions. She is very good about communicating to students the reasons behind why things were done in a particular way. Alicia's awareness of the "bigger picture" meant she could articulate to students the importance of a particular activity and the context in which the activity fit into their learning.

Conclusion:

Alicia has completed a successful 13 week practicum. She worked cooperatively and collaboratively with three school advisors. Her high level of intelligence was evident in the types of activities and learning that she incorporated into her lessons. Alicia is friendly and approachable. She will be a welcome addition to any school staff. As mentioned above, I am most impressed by her ability to be highly self-reflective and then incorporate change into her practice. I am confident that she will become an excellent teacher.



Virginia Dean
Faculty Advisor

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