

**The University of British Columbia
Faculty of Education
Teacher Education Office**

Final Report

Student Teacher	Alicia Burke	School	Eric Hamber Secondary
Grade & Subject	Business Ed	Focus of Observ.	February to May, 2004

Teacher Load

Alicia has successfully completed her thirteen-week practicum with three sponsor teachers. Near the end of the practicum, Alicia was teaching six of eight blocks. Before the last week, Alicia was teaching 4 separate courses including: Accounting 11, Marketing 11, Business Computer Applications 11, and Business Education 10. Classes were conducted in an IBM classroom and a non-computer room.

Professional Qualities

Alicia definitely possesses the professional qualities to become an effective teacher. She is punctual, dependable, and extremely well prepared for her classroom duties. She is very personable and demonstrates a caring, respectful, and professional relationship with her students. She has established a good rapport with all her sponsors and has taken the needed time to consult with us about lessons. Alicia listens to and accepts comments and criticisms well. Alicia has evaluated and marked student's work frequently. Alicia's feedback and return of work is much quicker than her sponsors provide!

Alicia has helped coach the Grade 8 Girl's Basketball team and has done a very good job, according to the teacher sponsor. The season was from December until February and Alicia attended all practices even though her practicum did not start until February!

Silent reading begins at Hamber in September and Alicia has also taken the initiative to create a survey form for students to answer. She has generously provided her time to the Silent Reading Committee.

Alicia has also volunteered to help with our Business Ed conference to occur this October. She has already attended a planning session.

Alicia has made friends easily with staff and has worked well with her sponsor teachers. Alicia is a team player who we have thoroughly enjoyed having with us.

Instructional Planning

Alicia's lessons have indicated a good deal of thought, effort and preparation and have improved over the practicum. Goals and objectives are clearly stated and teacher time and student work time are clearly estimated. Lesson plans are always provided to sponsor teachers well ahead of the class.

In Accounting, Alicia has learned that students learn by working and has shortened her explanations. In Business Education, Alicia has created very relevant and interesting activities which students are keen to do. Near the end of one lesson, Alicia had the inspiration that a field trip to Oakridge would be valuable and should take place two periods later. Students found this very rewarding and relevant to the topic being covered. Being flexible and spontaneous leads to really good educational opportunities!

For our Accounting 11, Economics 12, and Marketing 11 students, Alicia planned and coordinated a morning and early afternoon field trip to the Ridge Theatre to watch a film entitled , The Corporation. Followup assignments were also given to students.

Alicia demonstrates knowledge in a number of subject areas and is very familiar with doing necessary research on the Internet and otherwise. Alicia has gathered good lesson materials and has created overheads, visual aids and PowerPoint slides, just to mention a few.

Instructional Implementation

Alicia's students work well. It is clear that weaker students put in a good effort. Alicia was quickly able to point out weaker students and take valuable steps to help them. As the practicum progressed, Alicia modified her pacing to avoid rushing through too much subject matter before having students complete work. Alicia also found that clear specific points were needed to shorten explanation times.

In Business Computer Applications 11, Alicia was able to very effectively demonstrate (on a computer projector) steps to build Microsoft 'Access' data bases. Students needed to complete specific instructions along with her. Her pacing was excellent and enabled faster working students to help slower students. Alicia communicated in a relaxed and knowledgeable way.

Classroom Management

Alicia is consistent and fair with all students and provides clear expectations for her students. Alicia does not hesitate to tell students if they are not listening or focused and to remain seated

till the bell rings. Her question and answer technique is good and shows a great amount of patience, poise, and maturity. Alicia also monitors her students in a friendly, helpful way and has established a good rapport with them. Students enjoy her lessons, are involved and active and they will clearly miss her.

In Marketing 11, Alicia clearly set up classroom rules and expectations and the students have responded well. She used a variety of sources for her lesson plans. Her evaluation of students included tests, role playing simulations, projects, presentations and journal writings. She was very aware of student needs and adjusted her lessons to meet them. In particular, an ESL student was provided with a copy of the overheads she showed in class.

Communication

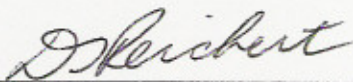
Alicia has a strong voice and can easily be heard over the noise of computers, site construction, and other classrooms and teachers who often are talking as they walk through her room. Her volume, inflection, and tone are appropriate. She also provides good eye contact and asks students of different abilities to participate and answer questions. Students are given praise and encouragement. Students are also encouraged to ask questions if they do not understand the work or activities.

Overall

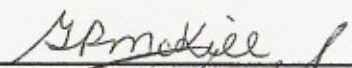

We have thoroughly enjoyed having Alicia work with us a student teacher. Alicia demonstrates an enthusiasm for doing a good job. Alicia has been very receptive about receiving constructive and critical feedback and has quickly implemented suggestions.

It is very evident that Alicia is a gifted and highly capable person who we are confident will become an excellent member of the teaching profession.

Completed by:



Position: School Advisors

Print Names:

Doug Reichert
Gary Mckill
Tim Ireland

Date: May 4, 2004