



University of Victoria

Education

Summary Report of Student Teaching

☐ Elementary

☒ Secondary

Teacher Candidate Steve Foster
☒ B.Ed. Pgm

☐ PDP Pgm

Practicum Dates January 3 – May 5, 2017
wk

☐ 6-wk

☐ 8-wk

☐ 9-wk

☒ 12-wk

School District Central Okanagan SD23

School Constable Neil Bruce

Grade/Subject PE 7/8 & Socials 8

University Supervisor R. Kelly Hammond

Mentor Teacher(s) Trevor Taylor
Pauline McCabe

This list of topics for comment is suggested only.

Professional Qualities

Communication Skills

Work Ethic/Initiative

Attitude/Commitment

Interpersonal Skills

Humour

Energy/Appearance

Professional Ethics

Reflectivity/Self-Evaluation

Collegiality/Teamwork

Parent Communication

Planning / Preparation

Curriculum Expectations

Content Knowledge

Overviews / Unit Plans

Advance Preparation

Lesson Plans

Principles of Learning

Organization

Time Management

Differentiated Instruction

Assessment (Formative and Summative)

Description of school and context of teaching:

Constable Neil Bruce Middle School officially opened in January 2000 as the first middle school to be named for a police officer. Constable Neil Bruce was a native of New Brunswick and joined the Royal Canadian Mounted Police in 1959. Constable Neil Bruce was fatally wounded on the morning of April 10th, 1965, while attempting to rescue a young woman who was being unlawfully confined in a cabin in Powers Creek in Westbank, B.C. He died in the Kelowna General Hospital on April 14th, 1965. Constable Neil Bruce was 26 years old. He left behind his wife Sandra, his son Donald and his daughter Barbara. This makes CNB closely associated and aligned with the RCMP community.

As well, CNB was the first school to open in the new millennium. CNB Middle has five associate elementary schools. Students arrive here for grade 7 from Chief Tomat Elem., Hudson Rd. Elem., Rose Valley Elem., Shannon Lake Elem., and Mar Jok Elem. CNB Middle in turn is the one of two feeder schools to West Kelowna's only high school, Mount Boucherie Secondary. CNB's current population is 700 students. CNB also has a close relationship with the Westbank First Nations community.

Professional Qualities

Throughout Steven's practicum he worked hard to maintain a high degree of professionalism. Steven is a very enthusiastic individual with a positive attitude and commitment to teaching. He displayed a keen work ethic and spent many hours before and after school and provided a lot of assistance to his mentor teachers. He was always very receptive and responded immediately to feedback, incorporating suggestions into his lessons.

Steven has excellent interpersonal skills. His pleasant manner and professionalism facilitated an easy acceptance not only on staff but with all students as well. Steven had many creative and engaging activities which his students absolutely loved.

Steven was consistently reflective during the practicum and ultimately was always seeking ways to improve so that he could deliver his very best to the students.

Planning / Preparation

Steven was always extremely organized and well prepared in his unit and lesson planning. His lessons always reflected his Big Ideas, curricular competencies and content. From the start, he took time to reflect on the success of his lessons and make changes to best accommodate the needs of his students. In one situation Steven looked at the new grade level of students who would be playing the warm up game he had designed and decided to make some adaptations that would make the game more successful for the younger age level. He always had what he needed for each lesson and could tweak his lessons accordingly. As a Physical Education teacher, he worked collaboratively with several other teachers in a "team" environment. He planned units with other PE teachers that allowed him to gain an understanding of the flexibility required to work in a setting where you need to share gym space and teaching materials. He was a team player who took initiative to lead group activities and deal with management issues that arose.

Steven used a variety of instructional strategies appropriate and engaging for this age level. Students were engaged in activities either in partners, small groups, stations or in large groups. Steven was very effective with time management and pacing.

<p>Relationship Building</p> <p><i>Class Tone</i></p> <p><i>Rapport with Students</i></p> <p><i>Teaching Presence</i></p> <p><i>Gaining and Keeping Attention</i></p> <p><i>Student Engagement</i></p> <p><i>Transitions/Directions/Routines</i></p> <p><i>Conflict Resolution</i></p> <p>Learning Activities: Instruction and Assessment</p> <p><i>Learning Intentions</i></p> <p><i>Lesson Introduction</i></p> <p><i>Development</i></p> <p><i>Closure</i></p> <p><i>Pacing</i></p> <p><i>Presentation of Content</i></p> <p><i>Resources</i></p> <p><i>Instructional Strategies</i></p> <p><i>Supervision/Safety</i></p> <p><i>Questioning Techniques</i></p> <p><i>Developing and Sharing Criteria</i></p> <p><i>Assessment Strategies</i></p> <p><i>Reporting</i></p>	<p>Relationship Building</p> <p>From the beginning, Steven developed a teaching presence and had a wonderful rapport with his students. He had engaging activities which encouraged optimal student participation. As result of this rapport was evidenced in the student excitement and engagement of his students. Steven provided very clear and concise instructions and was consistent with the routines of the classroom.</p> <p>Learning Activities: Instruction and Assessment</p> <p>Steven's lesson plans were very well thought out and equally well executed. Steven worked hard to plan ahead to try and meet the needs of all the learners within his class. A good example would be when Steven substituted a softball for a shot put to allow two special needs students to find success in that particular, Track and Field event. He used a variety of instructional strategies during his practicum. Steven provided support that included modelling, guided practice, and independent practice. This progression allowed students to build on what they knew and refine those skills during each unit of study. Steven could adapt lesson material for IEP and Learning Plan students. He realized that some students needed a different approach. For example, he used oral testing in Socials for students who struggle to write. He provided adapted tests for some IEP students, that only used key concepts to allow students to show basic understandings. He could make quick adjustments to his plans if he felt that the lesson was not going in the direction he had initially intended. All key elements were included in each of his lessons. His instructions were clear and he also incorporated appropriate questioning to check for understanding and to encourage deeper thinking. Steven often started class with a review from the previous lesson. When doing attendance, each student was asked to state something he/she remembered, or a question, from the previous lesson. Each lesson was clearly laid out and students always knew what of expected of them. Steven tried hard to include a variety of lesson activities in the unit. Drawings, summary notes, puzzle solving, paired discussion were all used. For example, one activity involved stations that had students being archeologists and opening burial plots. Students opened shoe boxes to see what was buried with a body and students had to decide who it was that was buried there. Students also used puzzles based on the Aztec Codex to solve the Breakout EDU boxes. Steven's repertoire of assessment strategies included formal and informal techniques, anecdotal records, checklists, conferencing, goal setting as well as student sample of work.</p> <p>Summary Statement</p> <p>Steven has a natural presence in the classroom. The students and other members of the school community think very highly of him and respect his level of professionalism. He has meaningful connections with his students. He conducted himself as the consummate professional in all aspects of the profession, from his appearance to his level of commitment and ultimately his love and passion for teaching. He is very reflective and is dedicated to making his students' experiences the best that he can. He is very resourceful and is very creative and enthusiastic. He has a very strong work ethic shown by the countless hours he devoted in his practicum and the detail to which he dedicated to his planning. Steven has had a very successful practicum here at CNB. He has worked hard to be a contributing member of our staff and make connections with kids. Steven went beyond the expectations of a student teacher, coaching basketball and helping with our track and field teams. He enjoys building relationships with students and is a team player. I would be happy to work with Steven a future colleague. Steven will be a strong asset to any staff he joins in the future.</p>
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The teaching practicum was:

- ☒ Satisfactory: The Teacher Candidate has successfully met the criteria for this practicum and has demonstrated the Standards for the Education, Competence and Professional Conduct of Educators in BC.
- ☐ Unsatisfactory: The Teacher Candidate HAS NOT met the criteria for this practicum and requires continued growth to meet the Standards for the Education, Competence and Professional Conduct of Educators in BC.

University Supervisor

Mentor Teacher(s)

Date:

May 5, 2017

Received and discussed (This does not indicate agreement with the report)

Teacher Candidate