

 VANCOUVER ISLAND UNIVERSITY	VANCOUVER ISLAND UNIVERSITY TEACHER EDUCATION PROGRAM <input type="checkbox"/> Summary of Field Experience (EDFE 521) - B. Ed. Final Practicum
---	---

Student: Teri Mirau

Practicum Dates: 04/02/13-05/10/13

School: McGirr Elementary

District: 68 Nanaimo/Ladysmith Grade: 7

Analysis By: Brent Busch

Supervising Teacher(s): Sue DeRosa/Tanya Peace

Received and Discussed

Signatures:

Date: May 10, 2013

Student:

Sponsor:

Page 1 of 3

Supervisor:

This report includes: School/class context statement and evaluative comments based on the eight BCCT Standards.

School and Class Context

Ms. Mirau completed her practicum at McGirr Elementary School. McGirr Elementary School is part of the Nanaimo-Ladysmith School District #68 located in Nanaimo, British Columbia. Nanaimo is located on the sunny east coast of Vancouver Island. McGirr has an enrolment of 371 students from Kindergarten to Grade 7, enrolled in 16 divisions.

Ms. Mirau taught in a grade 7 classroom with 30 students, 13 boys and 17 girls. One of the students in the classroom was formally designated.

Value and Care for students

Ms. Mirau created a caring and respectful learning environment for her students. Throughout the year, she has made every effort to get to know her students. She created lessons to meet the varied needs presented by all the learners in the classroom. She encouraged the active involvement of her students in class discussions and acknowledged their contributions in a positive manner. Ms. Mirau was sensitive to the emotional needs of her students as well as their academic needs. She employed numerous strategies to ensure that each student felt valued in the class and she was very considerate of diverse student needs. She demonstrated an awareness of students' needs by adapting lessons to meet the needs of individual students. As she continues along her educational journey, she will gain more experience dealing with more vulnerable students and providing support for their specific needs.

Role model who acts ethically and honestly

Ms. Mirau provides an excellent role model for her students. She presented an exceptional 'teacher presence' when in front of the classroom. She dressed in a professional manner and conducted herself in a professional manner both inside and outside the classroom. Her strong work ethic provided a positive example for her students and they responded in kind.

Knowledge of student growth and development

Ms. Mirau applied relevant learning theories in her classroom and this assisted her in furthering her understanding of child development. There was ample evidence of her competency in all aspects of communication with her students. She treated each child with respect and all interactions were cheerful and encouraging. She communicated extremely well with her sponsor and supervisor, as well as other school personnel.

Ms. Mirau utilized many strategies from her university coursework in her teaching practice. She reflected on her practice continually, always striving to do the very best. It was clear that she has made a commitment to a career that entails life long learning.

Value the involvement and support of parents, guardians, families and communities in schools

Ms. Mirau demonstrated her belief that education is truly a shared experience between teacher, student and parent. She communicated with her parents by sending home a newsletter introducing herself prior to her practicum. She maintained the use of student planners as a communication tool with parents.

Many opportunities present themselves during the course of the school year whereby teachers can initiate contact with parents. Ms. Mirau is encouraged to seek out those opportunities as they present themselves.

Ms. Mirau has indicated that she looks forward to becoming more involved in a school community when she secures a teaching position. She has a lot to offer in the way of extra-curricular activities and interests.

Effective practices in classroom management, planning, instruction, assessment, evaluation and reporting

Ms. Mirau gathered a great deal of pre-instructional information and used it to inform her planning and teaching. She had a clear picture of all the students in the class before she began her last practicum. Her plans considered the individual differences and needs presented by her students. Her framework plan was one of the best I have seen during my years as a supervisor. Her framework, as well as individual lessons, demonstrated a clear understanding of Provincial Learning Outcomes.

Ms. Mirau's lessons were effectively sequenced and contained all the elements required for success. She shared her Learning Intentions for her lessons with the students. Instructional time was always maximized and her lessons were very well paced. Activities were meaningful and age-appropriate and always engaged her students in the learning process. She designed a variety of tools to assess the level of student knowledge prior to instruction as well as assessment rubrics that were shared with her students. She used a wide variety of resources to support her teaching including different forms of technology. She was cognizant of various learning styles presented by her students as she designed her lessons.

Ms. Mirau also re-enforced classroom expectations and demonstrated strong management skills. Her skills encompassed a wide range of both verbal and non-verbal strategies that maintained the dignity of her children at all times. As with most beginning teachers, classroom management will remain an area for refinement as she gains more experience.

Ms. Mirau demonstrated a growing understanding of the assessment process as her practicum progressed. She collected samples of authentic assessment data that was passed on to her sponsor teacher. She kept anecdotal notes on student progress throughout her practicum. She utilized this data to form the basis of three student report cards, which were prepared during her final week. Student assessment practices will be an area for further professional growth as Ms. Mirau launches her career as an educator.

Have a broad knowledge base and understand subject areas being taught

Ms. Mirau demonstrated a strong understanding of Provincial Curricular documents and how they are woven into well-planned units of instruction. Not only did she demonstrate a strong understanding of her own grade level expectations but also her understanding of the previous knowledge base was evident. She modeled excellent verbal skills in both English and French. She capitalized on opportunities to have her students reflect on school virtues and positive values and she linked these values for education into her lessons.

Engage in career-long learning

As her field experience supervisor, I had the pleasure of engaging Ms. Mirau in discussions about her chosen profession. I was impressed by the reflective nature that she demonstrated throughout her practicum. She clearly sees the teaching profession as a journey that will require a commitment to life long learning.

Ms. Mirau is a reflective learner herself and she had many professional discussions with her sponsor teachers, always looking for ways to improve her practice. She was open to all forms of feedback and when suggestions were made, she implemented many of them into subsequent lessons.

Contribute to the profession

She has shown that she understands the importance of school activities 'beyond the classroom'. She supported a number of school and classroom events such as the Christmas Concert, School Open House and a class sleepover. Ms. Mirau will make an excellent addition to any school staff lucky enough to have her.

Teri Mirau has successfully met the outcomes for the Vancouver Island University Teacher Education program Year 5 – EDFE 521 - Final Practicum.