

FORM#3: FINAL REPORT ON STUDENT TEACHING PLACEMENT

Student Teacher: Anna Hueging
Cooperating Teacher: Rosanne Massinon
Faculty Advisor: Audrey Myers

Date: November 18, 2011
Grade/Subject: Grades 9 – 12 Science
School: Carman Collegiate

Suggested criteria that may be included in this evaluation:

- A. Awareness of students' learning styles and individual needs, and ability to adapt instructional approaches accordingly;
- B. Ability to plan learning experiences suited to the time available and to the learners' needs, including: identifying precise objectives, providing learning experiences to achieve the objectives, and evaluating students' understanding;
- C. Ability to communicate using basic skills of exposition, demonstration, questioning, and discussion, reinforced by vocal, visual, and non-verbal strategies;
- D. Ability to adjust to learner's reactions and to use learner's contributions;
- E. Ability to work with colleagues and to take responsibility;

Note: If this is not a 475 placement, recommended areas of concentration for future placements may be noted.

Level: 271 X 371 474 475 **Assessment:** Pass X Incomplete Withdraw Fail

Anna has done very good work in this first teaching placement in senior science classes. She has developed a rapport with the students, always mindful of maintaining the routines of the classroom but sometimes taking the initiative to try new approaches. She has become increasingly aware of differences in learning styles and used a variety of ways to teach skills: breaking the task into smaller components; demonstrating; conducting lab explorations; providing variety in information sources such as Power Point lesson notes, videos, and a song about the difference between chemical and physical change; reviewing with a Bingo game; responding to students' questions; providing worksheets for individual completion; working one-on-one where needed. Anna has made herself available at noon for students to have the opportunity to catch up on missed work. Hands-on lab work included DNA extraction in grade 12 biology and chemical / physical changes in grade 9 science. On several occasions when other activities, such as Hallowe'en, Spirit Week, and the Remembrance Day service, affected the time Anna had with the students, she adapted her plans for the maximum student benefit. A lesson on plagiarism gave students valuable instruction on proper citing of sources used in any research, an area of learning that will extend beyond the grade 11 project research on Circulatory / Respiratory system disorders. Tactile, kinesthetic, auditory, and visual ways of learning were all routinely built into Anna's lesson plans.

Lesson planning has been extremely thorough with detailed activities in time allotments, including hands-on experiences and movement, group and individual work time, modifications when necessary, and lots of opportunities for student success. Objectives have been tied clearly to curricula outcomes; the students have been given a variety of practice opportunities; and assessment has been addressed through questioning, lab work, quizzes, and a group project allowing for choice in grade 11 biology. The time frame for classes required precise planning with activities ready for those students finished ahead of time or wanting extra preparation for a test. The lessons flowed sequentially from one activity to the next. Anna was constantly checking that students knew what to do and were using the time effectively. She stressed safety with the lab materials and would remind students of time limits for completion of the work.

Anna communicated well with the students, modeling a quiet manner, always demonstrating her competence in the course material. She is learning to avoid trying to talk over student chatter and to use her voice effectively for classroom management. Her monitoring of individual progress was always done with encouragement. She asked questions to make the students think about their techniques or strategies for solutions, wanting them to know "Why" something was happening in the lab or with diseases. A visual agenda for the day's lesson, an opening question, and an explanation of the plan made students aware of what to expect.

Anna has identified learning about and practising strategies for classroom management as an area of future concentration in order to increase her own confidence level. She recognizes her need to develop ways to learn students' names more readily. With the assistance of the cooperating teacher she has learned much about working patiently through the material, not rushing but providing more explanations.

Anna has integrated well into the school community and been very involved in activities ranging from Advisor meetings and student assemblies to participating in Envirothon and Riverwatch events. Attending staff meetings, early dismissals, provincial SAGE, other teachers' classrooms, and an administration day has given Anna wider experience in issues, procedures, and topics affecting teaching and learning. A productive learning experience! Well done, Anna!

Days Absent: 0 **Reason(s):**

Student: Anna Hueging **Cooperating Teacher:** [Signature]

Faculty Advisor: [Signature]

White Copy – Student
Yellow Copy – Field Experience Office