

ASSOCIATE TEACHER'S REPORT

Teacher Candidate: Alyssa Gilbert

Program: IS

Associate Teacher: Jen Brown

Practicum Placement: 2

School: AB Lucas SS

Considering what can reasonably be expected of a Teacher Candidate at this stage in his or her teacher preparation program, this Teacher Candidate's performance has been:

☒ satisfactory ☐ unsatisfactory

Associate Teacher's Comments

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Teaching Assignment

Alyssa taught 2 Grade 9 Principles of Mathematics (MPM1D) courses for 5 weeks where she covered trends in scatterplots, and linear equations and linear relations. One of these classes was run as a *Bring Your Own Device (BYOD)* classroom and the other was equipped with 15 chrome books. She also taught one Mathematics of Data Management (MDM4U) class for 2 weeks where she covered 2 variable analysis, which included a mix of in class lessons and time in the computer lab where students were collecting and organizing statistics for a 2 variable analysis project. She also assisted with coaching the girls soccer team which included selecting a team through tryouts and participated in a Google Apps for Education (GAPE) PD workshop and initiative.

Personal Attributes

Alyssa is a very professional teacher who takes pride in her job. Her passion for teaching is evident in the engaging lessons she creates. She is very dedicated to her students and wishes for all of them to achieve their potential. Alyssa shows dedication to her students both in the classroom and out. She provides extra support for students on her lunch period regularly. She works diligently to ensure engaging and innovated lessons are planed that will benefit all students. She approaches her own learning with a growth mindset and is always open to new ideas and suggestions. She models a growth mindset for the students and encourages them to use growth mindset language. Alyssa showed growth in the area of classroom management throughout the placement, which is indicative of her reflection on feedback given by her associate teacher, and implementing suggestions. She regularly reflects on what went well and what she could improve upon for each lesson.

Content Area Background & Knowledge

Alyssa regularly connects mathematics to science as she has a strong background in this field. Her involvement with science outreach has given her valuable experience working with children in an engaging manner. She also helps students connect different mathematical concepts together for the students. Throughout the two and a half units she taught in the grade nine classes she regularly made connections to previous knowledge for the students. She regularly had students practicing skills from previous units as well so they retain and reflect on their own learning progress. Alyssa has is very comfortable working with computers and other technology. She regularly incorporated technology into her lessons through BYOD class and a class that was equipped with chrome books. She was also comfortable working with education software like Markbook, Smart Notebook, Kahoot, Google classroom and other GAFE.

Organization & Preparation

Alyssa prepares very detailed lesson plans with information about content, groupings, files, materials & technology, and reflection. She can work on trying to predict common errors or areas of struggle that students will have with the lesson, this will come with more experience teaching different concepts. All her lesson plans are organized in a Google drive account for easy access anywhere, she can share these lessons for collaborating with colleagues and they are easily editable in electronic form to edit with enhancements and changed based on how a lesson went. She maintained a Google classroom for her grade 9 classes where she could post resources for the students to use on their own time during class. She uses her preparation time well to mark and/or create lessons. She is flexible when something needs to be changed. Alyssa prepared work for on call teachers a couple of times when she was out of the building coaching which showed great planning and organization.

Teaching Effectiveness

Alyssa uses a variety of teaching strategies that engage the students in their learning. She regularly uses different size groups to ensure maximum accountability. She uses a mix of teacher centered and student centered in activities. She is working towards ensuring she is choosing a variety of students to answer questions during teacher-centered portions of the lesson. She incorporates wait time and think pair share as a way to encourage all students to be active in their own learning and comfortable discussing concepts in front of the class. During individual or paired work time Alyssa was available to answer individual questions to help students who were struggling with concepts, when she noticed there were common difficulties she would gather the entire classes attention to address that. She also helps students on her own lunch period. When students had missed several days due to health or personal reasons she prepared packages for them to catch up on material. She also worked with our student support department to arrange assessment supports for students who needed accommodations. This is echoed in her lesson plans, as there is always a space for reflection that she fills out daily.

Rapport with Students

Alyssa engaged students in discussions outside of the curriculum to connect with them and to learn about their passions. Through coaching soccer she was able to relate with students outside of the classroom as well which is very beneficial as a teacher. It was obvious that student felt comfortable asking her for help on math content or discussing non-curriculum matter with her. Several students regularly came to see her on their lunch to get extra support on current content, especially in the grade 9 course.

Communication

Alyssa communicates well with other teachers engaging them in discussions on professional development sharing her passion for learning and growing as a teacher. She communicated with her associate teacher before the placement started via e-mail. She shared her background experiences as well as things she was looking forward to in her placement and things she wanted to focus on learning and being involved in. She made several phone calls to parents during her placement. Most where regarding concerns about student progress. She focused the conversation on discussing solutions in a positive manner.

Classroom Management

Alyssa utilised a variety of classroom management techniques with good effectiveness. She uses proximity to help get a small number of students on task and mostly vocal tone changes to get larger groups of students to focus where they should be. She often incorporates humour as a way to diffuse situations as well. She is consistently working towards improving her classroom management. She would benefit from using student names more when attempting to get students to focus. She has improved in limiting downtime in the classroom during transitions and should continue to work on this, particularly when collecting or handing back assignments, or tests.

Professional Work Habits

Alyssa approaches teaching very professionally. She always has a positive attitude and it is clear that she values input from others in her teaching. She has developed a positive rapport with other teachers and admin in our building through her time at Lucas.

Signatures:



Associate Teacher

Jen Brown

Date

April 24th, 2015



Teacher Candidate
(report received)

Alyssa Gilbert

Date

April 24th, 2015