



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Education  
Teacher Education Office

SECONDARY PROGRAM OPTION  
FINAL REPORT

Student Name: Mr. Tremblay Faculty Advisor: Laura Kaufman  
School: Prince of Wales Date: April 30, 2007 April 29, 2007  
Secondary School

Joel Tremblay has successfully completed a practicum at Prince of Wales Secondary School, teaching 2 classes of Art 9/10, 2 classes of Foundations in Art and 3 classes of Photo 11/12. Additionally, he traveled and coached students with the school team and took part in other school activities. Mr. Tremblay phoned parents when unsure as to how to deal with specific issues or problems concerning their children; he also checked in often with his sponsor and Faculty Advisor whenever he felt clarification was needed regarding procedures in the Art room. He consistently used Powerpoint presentations. He conferred with his sponsor, other teachers, fellow students and his Faculty Advisor regarding research on topics related to his unit and lesson plans. Mr. Tremblay even prepared a DVD for his Faculty Advisor about Picasso related to their discussion on a previous observation date. He invited a guest speaker and pre-tested projects himself to discover their level of difficulty. He used unusual sculpting materials such as Styrofoam for relief panels and wasn't afraid of trying more challenging projects in heavy cardboard which allowed him to help students find technical solutions. His approach in this regard was proactive and effective.

### Professional Qualities

During this practicum, Mr. Tremblay developed a clear sense of how important his interactions with staff and sponsors were to his success as a member of the teaching community. His natural leadership qualities, strong presence in the room and previous teaching experience in Japan gave him confidence. He understood Adobe Photoshop very well and prepared a learning tool /handout while conducting an effective interactive class with the students.

### Management Skills

This area was definitely a strength of Mr. Tremblay and he generously supported one of his colleagues with advice around strategies, which were successfully implemented. His discussion around respect at the beginning of his practicum was effective, as was his consistent reinforcement of the sponsor teachers standards and expectations. He circulated around the class constantly and students appeared to respond to him warmly.

### Assessment

This was another strength. Mr. Tremblay applied strategies to encourage student self-assessment, and clearly presented the objectives for assessment for every project. He managed to create formative and summative assessment questions using attendance questions and was clear and consistent in recorded expectations, not only of what the work needed in order to be completed successfully, but what time frame was available. He was often present at lunch and after school in order to support students who wished to keep up with their artwork.



**Implementation**

Mr. Tremblay has a strong voice, and used it effectively to use Socratic questioning techniques and inspire responsive critical thinking. Students appeared to relate well to him .

His philosophy around the student being teacher and teacher as student was reflected in his daily question/answer methods. He seized 'teachable moments' with enthusiasm and was ready to adjust his unit or lesson plans whenever necessary. This was a flexible approach which became more so as the practicum evolved. He prepared samples of artwork projects and tackled difficult materials with gusto.

**Conclusion**

Mr. Tremblay has exhibited admirable growth during this practicum. His evolution as a reflective practitioner and student in education has improved. His desire to teach and relate to his students was obvious and they in turn responded with sincere interest in his classes. He engendered respect amongst his male students as a coach and made efforts to learn from and support the systems and methods that his sponsor teacher had created. I believe that that he will do well if given the opportunity.

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Copies to: Student  Faculty Advisor  UBC Teacher Education Office

Signature: \_\_\_\_\_