

# PRINCE OF WALES SECONDARY SCHOOL

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## FINAL REPORT

Student Teacher: Joel Tremblay

School Prince of Wales Secondary

School Advisor: Anna Maria Di Spirito

District: (39) Vancouver

### General Description of Responsibilities and Professional Qualities

Joel Tremblay's practicum at Prince of Wales Secondary School (January 29 to May 4<sup>th</sup> 2007) involved teaching, Drawing and Painting 9/10, Art 9/10, Art Foundation 11/12 and Photography 11. For both grade 9/10 art classes he prepared a sculpture unit featuring architectural like structures using cardboard. The unit for the Art Foundation classes focused on the concept of transforming a two dimensional image into three dimensions. For this project students worked with layers of styro foam to build up relief resulting in a three dimensional image. Students were allowed to find an image to transform. Both projects were assignments done by Joel in his Fine Arts undergraduate program. Joel developed a photography unit that required the implementation of Photoshop to transform the students' vision of beautiful (photograph) into their vision of horrific.

Joel always came to school early and made himself available after class. He was conscientious about informing his sponsor teacher, the school and his students where he would be. Records were always kept up to date, marking was done promptly and students were given feedback in a timely manner. During the practicum Joel learned to approach staff respectfully and appreciate the assistance they gave him. His enthusiasm for teaching was evident from the start. Joel never lacked confidence and felt right at home in the classroom. He was able to accept criticism and acted upon suggestions. Many common mistakes were corrected and he should continue to be self-critical. When asked to plan a lesson without using the Internet he was willing to make the change and learn how different strategies work. Joel was always positive in class and this filtered into the climate he creates for his students. One routine that he instigated was starting the class with an attendance question. He did this to encourage students (high ESL population) to speak up and express their views. This activity, initially, was to prepare students for critiquing but it spawned many more benefits for the students and the class.

### Instructional Planning of Units and Lessons

Joel has a very good knowledge of his subject area and was able to make concepts relevant to students. He did this by tapping into their popular culture. For example, a video clip of Homer Simpson having difficulty with art was used to communicate the idea that Art is a complex process that takes time and patience. . Joel was willing to share his discoveries from the Internet by providing websites and/or a disk with the material. Units and lessons were organized in a logical sequence with clear learning outcomes. Examples, demonstrations and hand - outs were provided with lessons. Questions were well thought out and directed to a variety of students. Joel expanded his repertoire of resources to include not only PowerPoint presentations but also guest speakers and library books. The greatest growth occurred in his ability to organize materials and equipment to facilitate students and keeping the art room in good working order

throughout the project. Joel should continue to explore using a variety of visual aids that re enforce concepts and elements taught. Last minute set up became less frequent and ability to anticipate problems improved.

Students were informed well ahead of the expectations, criteria and evaluation process. Joel worked hard to link criteria and learning outcomes. His evaluation techniques included both formal and informal assessment; teacher, peer and student self-evaluation. In the photography classes, students were given one on one critique to explain their mark. They were also given the opportunity to improve and resubmit their work for a better mark

### **Instructional Implementation and Classroom Management**

This category is one of Joel's strengths. He developed excellent rapport with student by always treating them in a respectful caring manner. When it was suggested, Joel attended Drama performances by some of his students. He was more than willing to stay after school to help students and often approaching them individually to offer help. Joel constantly gave praise and encouragement and acknowledged the difficulties in the task he assigned them. Students who had trouble focusing on their task were given private space (in a positive way), which they found helpful. Expectations of behaviour and class participation were clearly communicated including consequences. Joel was consistent and fair with students who did not follow school or classroom policies. The greatest area of growth was in managing the timing of an art project and assessing what is reasonable when accommodating the different learning styles and abilities of students.

Involvement in extra curricular activities included, helped supervise Art Club, coaching and supervising a school dance.

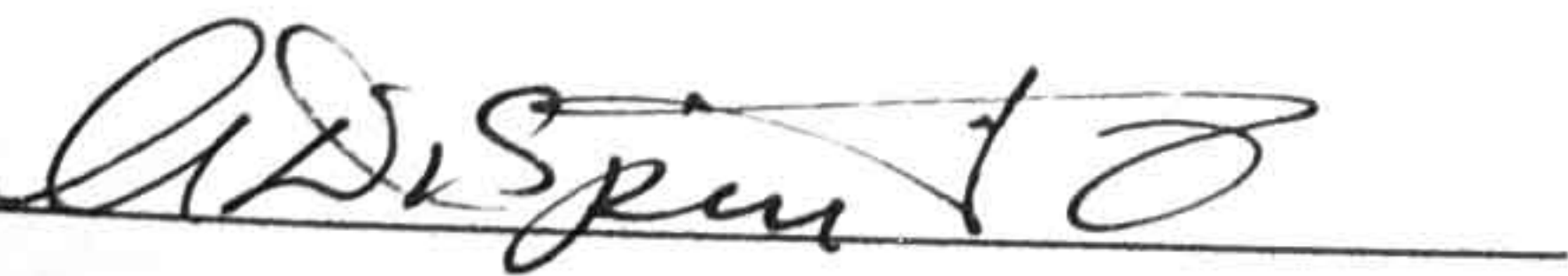
### **Communication**

Joel Tremblay is an articulate speaker with a booming voice that can hold a student's attention. He has learned to control the volume while still demonstrating enthusiasm for what he was saying. Joel displayed a sense of humour and easygoing manner with the student. The occasional slip into slang has all but disappeared. Well-chosen questions were often used to illicit ideas for discussion and clarification. For example, he used the question, "what makes some photographs works of art," to get students to identify criteria that would be used for their own evaluation. Specific questions were often used to verify a students understanding of instructions. His written work was grammatically very good and well written. He worked hard to simplify the language for the large ESL population at the school.

### **Concluding remarks**

To summarize, Joel has strong technical ability in terms of organizing unit plans, lessons and evaluation. He is knowledgeable in his subject area; he is articulate and can clearly communicate ideas and concepts. Joel is also strong in classroom management and has very good rapport with students. I feel he takes his responsibilities as a teacher seriously. It is recommend that Joel continue to work on his "soft skills" to improve his relationship with colleagues. As a bright, energetic young man, Joel would benefit from taking greater initiative in his professional development as an Art Educator. It is obvious that Joel enjoys working with young people and that they respond positively to him. That is a great gift. I wish Joel all the best in all his future endeavors.

Signature



Date: April 30<sup>th</sup>, 2007