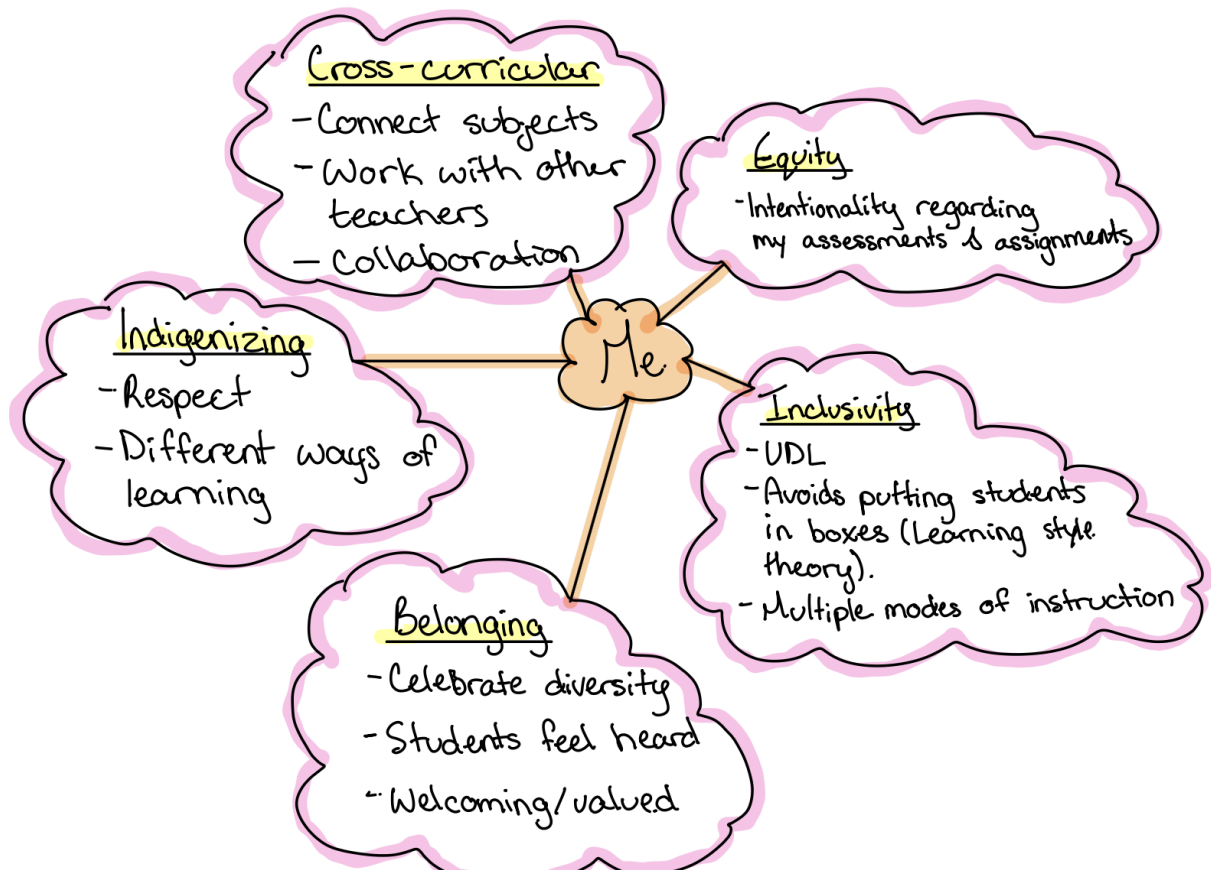


Activity #1:



After reflecting on the beliefs that align with my teaching philosophy, I come to understand that the ideas of equity, inclusivity, and respect for differences are significant in my philosophy of teaching. I want to be intentional about making my classroom one that addresses inequities instead of replicating them.

I am a strong advocate of Universal Design for Learning (UDL) as an approach to inclusiveness. Students all learn in different ways, and UDL encourages instructors to design lessons that can potentially address several needs at once. I believe that diversity shouldn't just be tolerated, but celebrated. Students don't need to "fit in" by limiting their identities. Instead, it is my goal to have a class where differences are seen as a strength, and every voice is heard. I also want to make it a priority to bring in Indigenous voices into my classroom, not as an "add-on," but as a core aspect of understanding their perspectives.

One of my main goals in my career is to collaborate with other colleagues in effective ways to connect multiple subjects together to help students understand the purpose and connections of the subject.

Activity #2:

Interview questions:

1. Interview question of the day: **What adjectives would others use to describe your presence in the classroom? Why?**

Adjectives others would use to describe me in the classroom would be confident, organized and consistent. Confident because I believe the students can tell that I am comfortable in front of the class and with the content I am teaching. Organized because I

always had everything prepped, set out and ready to go the night before. For the most part my classes ran very smoothly because of this. My organization definitely helps students feel more confident with their workload and labwork. Consistent because my students always knew what to expect. They would come into the daily agenda on the board, they would always know what work was to be handed in/ for marks and what my expectations were for labs.

1-3 questions to know about the best pragmatic resumes?

1. How far back in work experience should I include?
2. Should I provide my address?
3. What skills do they see often and overlook?

Teach 2:00 minutes

Types of Reactions:

1. **Synthesis** (Combination)

Pattern: $A + B \rightarrow AB$

What happens: Two or more substances combine to form one product

Example: $2H_2 + O_2 \rightarrow 2H_2O$

2. **Decomposition**

Pattern: $AB \rightarrow A + B$

What happens: One compound breaks down into simpler substances

Example: $CaCO_3 \rightarrow CaO + CO_2$

Second ex of just going to element

3. **Single Replacement**

Pattern:

Nonmetal: $AX + Y \rightarrow AY + X$

Metal: $AX + B \rightarrow BX + A$

What happens: One element replaces another in a compound

1. What is your teaching philosophy? Give an example of how you enact it in your teaching.

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One of my main goals in my career is to collaborate with other colleagues in effective ways to connect multiple subjects together to help students understand the purpose and connections of the subject.

2. What adjectives would others use to describe your presence in the classroom? Why?

Adjectives others would use to describe me in the classroom would be confident, organized and consistent. Confident because I believe the students can tell that I am comfortable in front of the class and with the content I am teaching. Organized because I always had everything prepped, set out and ready to go the night before. For the most part my classes ran very smoothly because of this. My organization definitely helps students feel more confident with their workload and labwork. Consistent because my students always knew what to expect. They would come into the daily agenda on the board, they would always know what work was to be handed in/ for marks and what my expectations were for labs.

3. Tell me about a time when students responded positively to one of your Indigenously inspired activities. What was the activity? What did students take away in their learning?

An example of the incorporation of Indigenous worldviews in my classroom was having an Indigenous guest speaker come in and run a class during my grade 8s science unit. She taught them (and me) about medicinal plants that Indigenous people around Kamloops have used for over 100s of years and even brought samples in for the students. The students responded very well to her itching and even continued to discuss the medicinal plants the following class. A few of my students asked her where they can gather some of these plants and how to do it respectfully so that they can use them with their families.

4. Tell me about a time when you overcame a difficult challenge in your teaching practice. What was the challenge? How did you overcome it?

A challenge I encountered during my practicum was the grade 11 numeracy exams. In my grade 11 chemistry classes I had about 8 grade 10 students and the numeracy assessment was during both of my chemistry blocks. This meant that I only had about 5 students in each of my classes. This was hard because I didn't want to teach new material with so much of my class missing but I also didn't want my students to be bored. I chose to use this time for them to catch up on any work they were behind on (almost every student had at least 1 thing) and then once that was done we played chemistry kahoots and booklets as well as went through any misconceptions those students had. I found this actually very helpful as these students are challenging themselves with a senior class and this was a great time to check in and reconnect with them about how they felt this course was going.

5. Tell me about a time when someone gave you constructive but challenging feedback about your teaching practice, and how you handled that.

I was told by my teacher mentor that I needed to expand my questioning strategies. This was something that at the time I felt I was doing quite well so it was difficult to hear. After some self reflection I had a conversation with her about some other strategies I could use. I immediately tried out some of her suggestions and very quickly realized how much better the students responded when I was able to implement multiple techniques in one lesson.

6. How do you manage students with challenging behaviour in the classroom?

During my practicum I found that building relationships with the “challenging” students really helped me manage their behaviour in the classroom. They responded better to my instructions and I feel that the connection made them want to please me in a way.

7. How do you acknowledge Indigenous worldviews in your teaching?

One thing I did throughout my practicum was relate science through story telling. Not only did I teach some topics through story but I had my students write stories/comics and teach their peers about their topic using them. I also did research and asked the Indigenous workers at my school if they had an idea of ways I can incorporate Indigenous culture into my classroom. They provided me with some amazing ideas and resources that I can't wait to use when I have my own classroom.

8. How do you cultivate positive relationships with your students and create a sense of class community?

I work hard to connect with each student about one thing outside of the classroom. I feel like this helps them see you more as a human and adds a level of trust past the superficial teacher- student relationship. I also maintain a positive energy in my classroom, always reminding them to respect their peers and to be patient and kind with themselves and each other as we are all here to learn.

9. Give evidence through an example which shows how you design learning environments which address diversity and support all learners in a class.

In my classroom I made it very apparent that students can always have more time. They can write the test tomorrow if they don't feel ready, they can hand in the assignment the next day, present after the weekend etc. I believe students do their best work when they feel confident and I am committed to helping them get there. I found most students do everything at the scheduled time but the few who often need extra time really appreciate it. It provides flexibility for the students who need it while still providing structure for those who don't.

10. How do you keep your students engaged and motivated in your lessons?

Personally I love breaking up my lessons but it really depends on the class. For grade 8s I never do more than 15-20 minutes of notes as I find they can't focus and actually absorb the information much longer than that. I try to add a hands-on activity after notes to better solidify their learning, usually working with peers. I always end my class with a brief discussion about the key learning goals of the day and offer the floor to anyone who has any questions. I find that discussing the plan of the day helps them see “the end” which encourages them to stay on task if it's an activity they don't necessarily like.

11. What do you do to maintain your own professional development? What areas would you select for your personal growth?

In order to maintain my own professional development I like to journal/reflect after a class, especially if it's a new activity/ lab that I haven't done before. I also will immediately modify my assignments/notes if I noticed something that didn't work well. This helps me stay on top of my growth rather than relying on myself to remember the issue the next time I go to use the same materials. Some areas I would like to select for my personal growth would be my questioning techniques and my ability to transition from one activity to another smoothly.

12. What does collaboration mean to you? How do you engage in collaboration to improve your teaching practice and relatedly, student learning?

Collaboration to me means working with colleagues to better understand where the kids are coming from and what I need to do to better prepare them for their future classes. I enjoy collaborating with my teacher peers to come up with new lessons, assignments or to read an assignment/project I created to get a different perspective. I also would like to collaborate to better include cross-curricular ideas.

13. What are some assessment methods you use to check for understanding as you are teaching?

Some assessment methods I use are questions during teaching, practice problems mid lesson where I can circulate and see where the students are at, and boardwork (individually and partner).

14. Which extra-curricular activities, clubs, or sports are you willing to be involved in if you are offered a position?

I would love to work with the students on their science fair projects, help with spirit days and would be very open to being a teacher sponsor for a sports team.

15. What would you do if there was a situation unfolding in your classroom that compromised student safety?

I would focus on staying calm, and school safety protocols immediately. My priority would be to protect the students in my class so depending on the situation I would call administration, have the student(s) who is causing the issue removed from the classroom and take a minute to make sure everyone in my class was okay and able to move forward with the class.

Activity #3:

1. I would like to add more teaching experience to my resume.
2. I would like to get my masters degree in education.
3. I would like to add being a sponsor for a school sports team or club.
4. I would like to become a mentor teacher for student teachers completing their practicum.
5. I would like to earn additional certifications in areas such as inclusive education, special education, or English Language Learning (ELL).
6. I would like to take on a leadership role, such as department head or grade-level coordinator.

7. I would like to develop and lead extracurricular programs, such as student leadership, drama, yearbook, or community service clubs.
8. I would like to present at educational conferences or professional development workshops.
9. I would like to design and implement innovative teaching practices that incorporate technology and inquiry-based learning.
10. I would like to contribute to curriculum development at the school or district level.

Activity #4:

- My name is Alexa Damberger
- In my final month of my education journey to teach high school
- My passion for teaching stems from having 6 younger siblings.
- I have a lot of experience with children from all ages due to my family size.
- I grew up with a single mom in a small town so I think because of this I have a stronger appreciation of the smaller things in life.
- We grew up lower class so material things meant a lot growing up when I could have one.
- These things greatly shaped who I am and my passion for teaching.
- I also grew up with many different pets of all kinds so I also have a huge passion for animals. For a huge chunk of my life I actually wanted to be a vet.

Activity #5:

My name is Alexa, and I am currently completing my Bachelor of Education at Thompson Rivers University. Before entering the education program, I earned a Bachelor of Science degree with a major in Biology. Throughout my bachelors of science I also took many sociology courses because I have also had a strong passion for feminism and equality rights and these courses allowed me to explore those passions while also expanding my knowledge of the world scientifically.

I am the oldest of 7. Growing up the oldest forced a lot of responsibility on me which I feel like greatly shaped who I am. I am very grateful for the large family that I have as growing up with so many siblings was so much fun in so many ways. As much as I love having so many siblings I sometimes wish I wasn't the oldest as I currently feel pretty trapped. My youngest sister is only 7 and as much as I want to leave Kamloops and start my life I feel like I can't or I will miss watching them grow up.

I have four cats and a dog. I have always LOVED all animals and started "collecting" them as soon as I moved out. We also foster cats through Better Beginnings Kitten Rescue so we normally have between 7-12 cats in our house at a time.

Activity #6:

I collaborated with the ELL teacher and my teacher mentor at Valleyview Secondary School in regard to a grade 8 I had in my class who recently moved to Canada from Germany. This student had very limited english skills, his biggest hurdle was reading and writing, he could understand verbal conversations for the most part. Through collaboration we created modified quizzes and assignments to use simpler language and shorter sentences to create a more approachable workload for him. Before we implemented this change he was doing very poorly on the work he was handing in or not even attempting questions that had too many

words involved. After we made this change his academic performance changed drastically. He was handing in work on time, the work was complete and at a much higher level then we originally thought he was capable of. He began participating in class conversations, group work and labs eagerly and it was just really amazing to see.

Activity 7:

One thing I did throughout my practicum was teach certain science topics through story telling. Not only did I teach some topics through story but I had my students write stories/comics and teach their peers about their topic using them. Another example of the incorporation of Indigenous worldviews in my classroom was having a Indigenous guest speaker come in and run a class during my grade 8s biology unit. She taught them (and me) about medicinal plants that Indigenous people around Kamloops have used for 1000s of years and even brought samples in for the students.