

APPENDIX III

COURSES TAUGHT AT UNIVERSITY OF MANITOBA**Undergraduate Courses:**

- 2000/2001: 7.136 Environmental Earth Science
7.277 Principles of Inorganic Geochemistry
7.430 Mineral Deposits
- 1999/2000: 7.277 Principles of Inorganic Geochemistry
7.430 Mineral Deposits
- 1997/1998: 7.132 Earth and the Environment
7.277 Principles of Inorganic Geochemistry
- 1996/1997: 7.124 Earth and Planetary Science
7.277 Principles of Inorganic Geochemistry
- 1995/1996: 7.124 Earth and Planetary Science
7.277 Principles of Inorganic Geochemistry
- 1994/1995: 7.124 Earth and Planetary Science

Graduate Courses:

- 2000/2001: 7.774/775 Workshop: Environmental Geochemistry
- 1999/2000: 7.774/775 Workshop: Environmental Geochemistry
- 1996/1997: 7.774/775 Workshop: Environmental Geochemistry and Geophysics
(co-taught with Ian Ferguson)
7.774/775 Workshop: Directed study on petrography and geochemistry of
Sulfide mineralization from the Birchtree Mine, Thompson, Manitoba
- 1995/1996: 7.774 Workshop I: Topics in Environmental Geochemistry

COURSES TAUGHT AT SANTA ROSA JUNIOR COLLEGE

- 2014: (GEOL1) The Earth (fall)
- 2015: (GEOL1) The Earth (fall)
- 2016: (GEOL1) The Earth (fall)
- 2017: (GEOL1) The Earth (spring and fall)
(ENVS12) Introduction to Environmental Science (summer)
- 2018: (ENVS12) Introduction to Environmental Science (spring)

STUDENT SUPERVISION**GRADUATE STUDENTS SUPERVISED:**

- 1999-04: Karen Greengrass, M.Sc. (co-supervised by Norman Halden)
Thesis topic: Mobilization and attenuation of metals in black shale, Lake Winnipeg, MB.
- 1998-00: Janice Liwanag, M.Sc. (co-supervisor with Norman Halden)
Tentative thesis title: *A Microprobe Study of Magmatic and Sedimentary Sulfides from the Thompson Nickel Belt, Manitoba, Canada*
- 1996-98: Pamela Fulton, M.Sc. (co-supervisor with Norman Halden)
Thesis title: *The Gold Mineralization at the New Britannia Mine, Snow Lake, Manitoba*
- 1995-97: Michelle Boulet, M.Sc.
Thesis title: *A Comparative Mineralogical and Geochemical Study of Sulfide Mine-Tailings at Two Sites in New Mexico, USA*

ADVISORY COMMITTEE MEMBER FOR:

- 1999-02: Dawn Friesen, Ph.D. in Chemistry with Lisa Rosenberg
Thesis topic: Templating strategies in organophosphorus chemistry: the use of traditional and non-transition metal templates in the synthesis of P-containing macromolecules.
- 1999-01: George Golding, M.Sc. in Microbiology under Carol Kelly
Thesis topic: Development of anaerobic biosensors
- 1997-99: Karen Scott, Ph.D. in Microbiology under Carol Kelly
Tentative thesis title: *Factors Affecting Bioavailability of Hg*
- 1997-99: Hong-en Ma, Ph.D., supervised by Barbara Sherriff
Thesis topic: Bioleaching and bioaccumulation of metals by microalgae
- 1997-99: Christine McCracken, Ph.D., supervised by Frank Hawthorne
Thesis topic: Crystal chemistry of tourmalines
- 1996-99: Xianghong Wu, Ph.D., supervised by Ian Ferguson
Thesis topic: SNORCLE magnetotelluric studies of structures in the Northern Cordillera
- 1996-99: Andrea Bullinger, M.Sc. in Soil Science under Tee Boon Goh
Thesis topic: Innovative use of waste coal fly ash in reduction of greenhouse gas emissions from farmyard manure
- 1995-99: Ling-Xiu Jiao, Ph.D., supervised by Wooil Moon
Thesis topic: Development of imaging techniques for LITHOPROBE seismic data

UNDERGRADUATE STUDENTS SUPERVISED:

- 2001/02: Debbie Bray (co-supervised by Jeff Young)
Thesis title: *The Geology and Geochemistry of the South Main Rhyolite Complex, Flin Flon, Manitoba*
- 2000/01: Christine Lambert (co-supervised by Barbara Sherriff)
Thesis title: *Preliminary Study of the Mineralogy and Geochemistry of the Gunner Mine Tailings Pile, Nopiming Park, Manitoba, Canada*
- 2000/01: Mike Surka (co-supervised by George Clark)
Thesis title: *Metal Mobility During Silicification of the 1.89 Ga Welch Lake Primitive Arc Basalts, Snow Lake, Manitoba*
- 1999/00: Michelle Huminicki (co-supervised by Norman Halden)
Thesis title: *A Mineralogical, Petrological, and Geochemical Evaluation of the Cu-Ni-Platinum-Group Element Mineralization in the Marginal Zone of the Fox River Sill, Northeastern Manitoba*
- 1998/99: Shastri Ramnath (co-supervised by Norman Halden)
Thesis title: *Prairie-Type Mineralization: A Mineralogical and Geochemical Study of Solution Chimneys in the Mafeking Quarry, Manitoba, Canada*
- 1997/98: Daniel Layton-Mathews (CIM Undergraduate Award winner)
Thesis title: *The Agate Zone, Mallery Lake Epithermal System, District of Keewatin, NWT: A Petrographic, Lithogeochemical, and Alteration Study of the Pitz Formation*
- 1997/98: Richard Matthews, (co-supervised by Nancy Chow)
Thesis title: *Depositional Sequences, Erosional Surfaces, and Petroleum Potential of the Viking Formation, Ferrier, Alberta*
- 1996/97: Pat Athanasopoulos, (co-supervised by Jim Stimac)
Thesis title: *The Origin and Ascent History of the 1996 Dacite Dome, Volcán Popocatepetl, Mexico*

7.277 PRINCIPLES OF INORGANIC GEOCHEMISTRY Winter Term 2001

Instructor: Dr. Adrienne Larocque

Rm. 231, Wallace Building
office phone: 474-7413 department phone: 474-9371
e-mail: acl_larocque@umanitoba.ca

webpage:http://www.umanitoba.ca/faculties/science/geological_sciences/faculty/larocque/larocque.html

Office hours: Tuesday, 9:00 - 11:00 a.m.

Required Text: Krauskopf & Bird (3rd. Ed), *Introduction to Geochemistry*

Suggested Reading (on reserve in science library):

Faure, *Principles and Applications of Inorganic Geochemistry*
Brownlow, *Geochemistry*

Lectures: Monday-Wednesday-Friday, 1:30 - 2:30 P.M.

Laboratory/seminar/tutorial period: Monday, 2:30 -5:30 p.m. Dedicated to problem sets and work assignments. Answers to problem sets will be posted. Will not contribute to the final grade, but will reinforce concepts learned in class and prepare students for tests.

Note: Attendance will be taken in lectures and lab periods.

Quizzes: All tests will cover material discussed in **both** lectures and laboratories, and will be 50 minutes in length.

Test #1	January 24	10 %
Test #2	February 21	15 %
Test #3	March 14	15 %
Test #4	April 4	10 %

Final examination: 2 hours in duration, 50% of final mark, to be scheduled by the Student Records Office.

The marks for the first three tests will constitute **written feedback** prior to the **voluntary withdrawal date**.

Consult the University of Manitoba General Calendar regarding **academic dishonesty** and **attendance**.

The purpose of this course is to provide you with the necessary tools to answer geological questions of all kinds. While you will be learning about basic principles and general concepts in geochemistry, you will also be shown how they may be applied to real, specific problems in geology. Your "toolbox" will serve you well whether you are interested in sedimentology, igneous or metamorphic petrology, environmental geology, or even geophysics! By understanding how geochemical systems operate, you will acquire the tools to make quantitative *predictions* about geochemical behaviour (for example, knowing where to look for a certain type of ore deposit, or predicting the environmental impact of certain human activities). The following list of topics may look daunting; however, while some topics will be covered in some depth, others will receive a more superficial treatment. You will undoubtedly feel challenged by the material in this course, but I hope that you will also complete it successfully, and with the sense that you have learned something that will be of use to you.

Topics Include:

Descriptive Geochemistry (chapters 21, 12, 20):

Origin and composition of the Earth and the solar system. Composition of the geosphere, hydrosphere, and atmosphere. Element distribution in igneous, sedimentary, and metamorphic rocks; element distribution in mineral deposits and environmental reservoirs.

Crystal Chemistry (chapters 5, 20):

The Periodic Table; electronic configuration, electronegativity, and bonding; coordination and ionic radius. Goldschmidt's classification of the elements; substitution of elements.

Introduction to Chemical Equilibrium (chapter 1):

Equilibrium constants, Law of Mass Action, Le Chatelier's Principle.

Introduction to Phase Diagrams (mainly other sources, also chapter 17):

Liquidus, solidus; phase rule; cooling curves and eutectics; binary and ternary systems.

Aqueous Solutions and Mineral Solubility (chapters 2, 3, 4, other sources):

Concentration; dissociation and hydrolysis; acids and bases; buffering; complexation; activity and activity coefficients. Saturation and solubility; dissolution and precipitation; controls on solubility.

Thermodynamics (chapters 7, 8):

Systems and phases; enthalpy, entropy, and free energy; phase equilibria.

Oxidation and Reduction (chapter 9, other sources):

Oxidation and reduction; balancing reactions; redox potential (Eh); Eh-pH diagrams.

Activity Diagrams (chapters 3, 4, other sources):

Construction, application and interpretation of activity diagrams.

Chemical Weathering and Alteration (chapter 13, other sources):

Processes and controls; mineral stability; silicate weathering and clay minerals; weathering of carbonates and sulphides; mass balance; soil formation and classification.

Inorganic Geochemistry of Sedimentary Rocks (chapter 14):

Carbonate sediments; silica sediments; iron and manganese sediments; evaporites.

Formation and Crystallization of Magmas (chapters 17, 18, 20):

Bowen's Reaction Series; partial melting and fractional crystallization; trace-element partitioning.

Metamorphism (chapter 16):

Facies; conditions of P and T; phase equilibria..

Isotope Geochemistry (chapter 10, other sources):

Radiogenic isotopes: radioactive decay, age dating, petrogenesis. Stable isotopes: fractionation, geothermometry, sources.

Mineral Deposits (chapter 19, other sources):

Brief classification of mineral deposits. Geochemistry of hydrothermal ore deposits. Environmental geochemistry of ore deposits.

Putting It All Together (other sources):

Geochemical cycles (C-H-O-N, water, S, trace elements).

Introduction to Instrumental Techniques (other sources):

Techniques for: chemical analysis of bulk samples (ICP and AAS); identification of minerals (X-ray diffraction); chemical analysis of individual minerals (electron-beam methods, PIXE, SIMS).

7.430 MINERAL DEPOSITS
Winter Term 2000

Instructor: Dr. Adrienne Larocque

Rm. 231, Wallace Building
office phone: 474-7413 department phone: 474-9371
e-mail: acl_larocque@umanitoba.ca

webpage: http://www.umanitoba.ca/faculties/science/geological_sciences/faculty/larocque/larocque.html

Lectures:

Laboratory/seminar/tutorial period: Tuesday, 2:30-5:30 p.m. (3rd year)
Friday, 2:30-5:30 p.m. (4th year)

Note: attendance will be taken in lectures and lab periods.

Evaluation of Term Work (50% of final mark):

Lab assignments	10%	Due each week, unless indicated otherwise.
Midterm test	15%	To be written in lecture period, Feb. 24, 2000.
Lab test	10%	To be written in lab period, April 4 and 7, 2000.
Seminar	10%	See sign-up sheet for schedule.
Exploration Proposal	5%	Two-part group presentations.

Final examination: 2 hours in duration, 50% of final mark, to be scheduled by the Student Records Office.

Office hours: TBA

Required Reading:

Text: *Ore Geology and Industrial Minerals*, Evans 1993 (3rd. edition)
Other readings: see binder on reserve.

Optional Resources:

On reserve: *Ore Microscopy and Ore Petrography*, Craig & Vaughan 1994
Geochemistry of Hydrothermal Ore Deposits, Barnes, 1997
Magma, Fluids, and Ore Deposits, Thompson, 1995
Geology of Canadian Mineral Deposit Types, Eckstrand et al., 1995
and others TBA

Websites: http://www.wims1.gsc.nrcan.gc.ca/projects/mmdc/about_e.html
<http://www.mines.utah.edu/~wmgg/SEG.html>

The marks for the midterm test and for some labs will constitute **written feedback** prior to the **voluntary withdrawal date** (March 15, 2000).

Consult the University of Manitoba General Calendar (1999-2000) regarding **academic**

dishonesty (Section 2, pg. 40).

Topics May Include:
(not necessarily in this order)

Introduction:

Definition of an ore (metallic vs. non-metallic); economic considerations; metallic ore minerals.

Theoretical Background

Main types of orebodies and their morphologies; textures and what they tell you (open space filling, precipitation, replacement, alteration); introduction to theories of ore genesis (magmatic segregation, hydrothermal, pegmatitic, sedimentary, supergene enrichment, etc.); relationship to plate tectonics; geothermometers and geobarometers.

Hydrothermal Ore-Forming Processes

Brief review of chemical principles relevant to mineralization and alteration, including: activity - concentration relations, thermodynamics of aqueous fluids, mass and heat balance; metal solubility and complexing; hydrolysis reactions; pH relationships; redox reactions; stable isotopes. Chemical and thermal structure of geothermal systems; fluid inclusions.

Magmatic and Magmatic-Hydrothermal Ore Deposits

Concepts: origin and evolution of magmas; AFC processes; layered intrusions; komatiites; kimberlites; sulfide segregation; volatile origin and exsolution; element partitioning; metal zoning; hydrothermal alteration; structural controls on emplacement. **Deposits:** Ni-Cu-Cr-PGE deposits; pegmatites; porphyry systems; skarn systems; epithermal deposits; VMS deposits.

Ores and Metamorphism

Concepts: character of metamorphic fluids; important assemblages and reactions (dehydration, recrystallization, alteration); remobilization; deformation; metamorphogenic vs. metamorphosed ores; structural controls on emplacement. **Deposits:** Mesothermal veins; skarns; metamorphosed massive sulfides.

Sedimentary Ores

Concepts: ore formation by depositional, weathering, and hydrothermal processes. **Deposits:** allochthonous (clays, sands, conglomerates, pyroclastics, placers); autochthonous (chemical precipitates [evaporites], residual deposits [laterites, bauxites], supergene caps, organic deposits [coal, lignite, oil shale]); sediment-hosted hydrothermal deposits.

Exploration Geochemistry

Lithogeochemistry; exploration using surficial media.

Exploitation of Ore Deposits

Mine design considerations; stope evaluation (mineralogy, grade, mining); environmental considerations (AMD, weathering and biological reactions in tailings); mineralogical and geochemical constraints on ore beneficiation; image analysis assessment of ores.

MIDTERM TEST - 15% of final mark

Students will be responsible for material covered in lectures up to Study Week (but note that lab exercises **complement** lectures).

LABORATORY ASSIGNMENTS - 10% of final mark

There will be 10 labs during the term, each worth 1% of your final mark (i.e., collectively worth 10% of your final mark). Labs normally are due at the beginning of the following lab (i.e., one week later), unless indicated otherwise. Labs may be accepted late under certain circumstances (to be defined by the instructor); however, labs will **not** be returned to the rest of the class while any are outstanding. **No** late labs will be accepted after Mar. 24, to allow sufficient time for students to receive marked labs before the lab test. Lab periods during the week of Mar. 27-31 will be used for review, as Exploration Proposals (see below) will be presented that week.

LAB TEST - 10% of final mark

Will involve examination of hand samples and/or sections, identification of minerals and textures, interpretation of observations. Students will be permitted to use mineral-identification sheets compiled during lab exercises; however, these must be approved for test use by the instructor prior to the test.

STUDENT SEMINARS - 10% of final mark

Presentations by groups of 2 are to last for 15 minutes, followed by a question period. Students are required to distribute handouts to the class at the time of the seminar; handouts must contain an abstract, copies of important figures or tables, and complete bibliography/references. The instructor will photocopy enough handouts for the class **if** they are received at least 24 hours in advance; otherwise, the student must bear the responsibility and cost of photocopying. All students will be responsible for material covered in seminars. There is some flexibility in topics (i.e., students may suggest topics for consideration, provided that they fit within the schedule of topics to be covered and the intended scope of seminars). Grading will be based on content of presentation, handouts, answers to questions, and participation in other seminars. Expectations will increase as the term progresses as students will have had longer to prepare.

EXPLORATION PROPOSALS - 5% of final mark

This is a two-part assignment to be done in groups of 5 or 6. Part 1 involves identification of general exploration criteria for a specific commodity, deposit-type or region. Presentations for Part 1 will be during the week of Feb. 7-11. Part 2 involves development of an exploration plan in an specific area. Presentations will be during the week of Mar. 27-31. For each presentation, groups are required to provide summaries (e.g., list of area-selection criteria for Part 1, ranking of targets for Part 2). Again, the instructor will photocopy handouts if received at least 24 hours in advance. Evaluation will be based on the group presentations and a report to be submitted on or before Mar. 27. All students will be responsible for material covered in presentations.

Analysis of Student Evaluations at University of Manitoba

The table below summarizes the percentage of students who responded "Agree" or "Strongly Agree" to the questions posed on sample student evaluations that were administered anonymously at the end of each course taught by Dr. Larocque. Course 7.132, Earth and Environment, was a full-year course that she developed specifically for first-year students. It served as a Science elective for non-Science students, or as an entry into the Geological Sciences program. Course 7.277, Principles of Inorganic Geochemistry, was substantially modified by Dr. Larocque when she took it over upon arrival at the University of Manitoba. It was a demanding second-year course that was required for students to move on in Geological Sciences. The evaluations are from 1998 and 2001 respectively.

The raw summaries of student responses can be found overleaf.

Question	7.132	7.277
	%	
1. I have found the course intellectually challenging and stimulating	95	100
2. I have learned something which I consider valuable	96	95
3. My interest in the subject has increased as a consequence of this course	77	78
4. I have learned and understood the subject materials of this course	78	61
5. Instructor was enthusiastic about teaching this course	86	100
6. Instructor was dynamic and energetic in conducting the course	86	100
7. Instructor enhanced presentations with the use of humour	86	100
8. Instructor's style of presentation held my interest during class	87	89
9. Instructor's explanations were clear	78	89
10. Instructor's materials were well prepared and carefully explained	90	89
11. Proposed objectives agreed with those actually taught so I knew where course was going	82	94
12. Instructor gave lectures that facilitated taking notes	77	72
13. Students were encouraged to participate in class discussions	95	100
14. Students were invited to share their ideas and knowledge	86	95
15. Students were encouraged to ask questions and were given meaningful answers	96	100
16. Students were encouraged to express their own ideas and/or question the instructor	95	100
17. Instructor was friendly towards individual students	100	100
18. Instructor made students feel welcome in seeking help/advice in or outside of class	96	100
19. Instructor had a genuine interest in individual students	73	100
20. Instructor was adequately accessible to students during office hours or after class	82	100
21. Instructor contrasted the implications of various theories	96	89
22. Instructor presented the background of origin of ideas/concepts developed in class	91	94
23. Instructor presented points of view other than his/her own when appropriate	86	94
24. Instructor adequately discussed current developments in the field	91	100
25. Feedback on examinations/graded materials was valuable	87	94
26. Methods of evaluating student work were fair and appropriate	96	89
27. Examinations/graded materials tested course content as emphasized by the instructor	87	100

28. Required readings/texts were valuable	95	56
29. Readings, homework, laboratories contributed to appreciation and understanding of subject	95	100
30. Compared with other courses I have had at U of M, I would say this course is – percentage responding “Good” or “Very good”	77	78
31. Compared with other instructors I have had at U of M, I would say this instructor is – percentage responding “Good” or “Very good”	86	95
32. As an overall rating, I would say this instructor is – percentage responding “Good” or “Very good”	87	95

College: 01 Faculty: SCIENCE Department: GEOLOGICAL SC.

Course and Section: 007-132 L01 Section Selected: L01 Course Description: EARTH AND ENV
 Instructor(s): LAROUCHE, ADRIENNE CHRISTINE L
 Session: 98R Term: 3 Duration: 3 Group #: 62

Students Enrolled: 29
 Students Responding: 22
 Percentage Responding: 76 %

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NO RESPONSE	MULTIPLE RESPONSE
LEARNING								
1. I have found the course intellectually challenging and stimulating.	0	0	0	1	13	59	8	0
2. I have learned something which I consider valuable.	0	0	0	0	14	64	7	0
3. My interest in the subject has increased as a consequence of this course.	0	0	1	3	9	41	8	1
4. I have learned and understood the subject materials of this course.	0	0	2	3	14	64	3	0
ENTHUSIASM								
5. Instructor was enthusiastic about teaching the course.	0	0	1	2	9	9	17	0
6. Instructor was dynamic and energetic in conducting the course.	0	0	1	2	9	9	17	0
7. Instructor enhanced presentations with the use of humour.	0	0	1	2	8	36	11	0
8. Instructor's style of presentation held my interest during class.	0	1	0	2	12	55	7	0
ORGANIZATION								
9. Instructor's explanations were clear.	0	1	0	4	12	55	5	0
10. Instructor's materials were well prepared and carefully explained.	0	1	0	1	10	45	10	0
11. Proposed objectives agreed with those actually taught so I knew where course was going.	0	0	0	4	13	59	5	0
12. Instructor gave lectures that facilitated taking notes.	0	1	1	3	8	36	9	0
GROUP INTERACTION								
13. Students were encouraged to participate in class discussions.	0	0	1	0	8	36	13	0
14. Students were invited to share their ideas and knowledge.	0	0	1	2	6	27	13	0
15. Students were encouraged to ask questions and were given meaningful answers.	0	0	0	1	3	14	18	0
16. Students were encouraged to express their own ideas and/or question the instructor.	0	0	1	0	6	27	15	0
INDIVIDUAL RAPPORT								
17. Instructor was friendly towards individual students.	0	0	0	0	7	32	15	0
18. Instructor made students feel welcome in seeking help/advice in or outside of class.	0	0	1	0	7	32	14	0
19. Instructor had a genuine interest in individual students.	0	0	1	5	4	18	12	0
20. Instructor was adequately accessible to students during office hours or after class.	0	0	1	3	12	55	6	0
BREADTH								
21. Instructor contrasted the implications of various theories.	0	1	0	0	14	64	7	0
22. Instructor presented the background or origin of ideas/concepts developed in class.	0	0	0	2	14	64	6	0
23. Instructor presented points of view other than his/her own when appropriate.	0	0	1	2	13	59	6	0
24. Instructor adequately discussed current developments in the field.	0	0	1	1	9	41	11	0

College: 01 Faculty: SCIENCE Department: GEOLOGICAL SC.
 Course and Section: 007.132 L01 Section Selected: L01 Course Description: EARTH AND ENV
 Instructor(s): LAROCQUE, ADRIENNE CHRISTINE L
 Session: 98R Term: 3 Duration: 3 Group #: 62

Students Enrolled: 29
 Students Responding: 22
 Percentage Responding: 76 %

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NO RESPONSE	MULTIPLE RESPONSE
0	0%	1	0	2	5	14	0	0
0	0%	1	0	0	12	9	0	0
0	0%	1	0	2	7	12	0	0

EXAMINATIONS

- 25. Feedback on examinations/graded materials was valuable.
- 26. Methods of evaluating student work were fair and appropriate.
- 27. Examinations/graded materials tested course content as emphasized by the instructor.

ISSIGNMENTS

- 28. Required readings/texts were valuable.
- 29. Readings, homework, laboratories contributed to appreciation and understanding of subject.

OVERALL

	N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD	NO RESPONSE	MULTIPLE RESPONSE
0	0%	0	0	5	9	8	0	0
0	0%	0	1	2	6	13	0	0
0	0%	0	0	3	5	14	0	0

- 30. Compared with other courses I have had at U. of M., I would say this course is:
- 31. Compared with other instructors I have had at U. of M., I would say this instructor is:
- 32. As an overall rating, I would say this instructor is:

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

	ONE	TWO	THREE	FOUR	FIVE	NO RESPONSE	MULTIPLE RESPONSE
0	0%	0	9	13	0	0	0
1	5%	7	12	1	0	1	0
0	0%	0	16	5	1	0	0
0	0%	10	9	1	0	2	0
1	5%	2	10	6	0	3	0
3	14%	2	7	3	1	6	0
0	0%	1	6	9	3	3	0
3	14%	4	5	2	8	0	0
11	50%	4	7	0	0	0	0

- 33. Course difficulty, relative to other courses, (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)
- 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)
- 35. Course pace was: (1=Too slow, 2=Slow, 3=About right, 4=Fast, 5=Too fast)
- 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=3 to 7, 4=8 to 12, 5=Over 12)
- 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)
- 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)
- 39. Expected grade in the course: (1=F, 2=D, 3=D or C+, 4=B or B+, 5=A or A+)
- 40. Reason for taking this course. Select the one which is best: (1=required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)
- 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)

Keep

OS020 - Student Evaluation of Educational Quality (SEEQ)
Main Report for Session: 01R - Terms: 2,3

09:01 Wednesday, June 13, 2001 21

College: 01 Faculty: SCIENCE Department: GEOLOGICAL SC.
Course and Section: 007.277 L01 Section Selected: L01 Course Description: PRIN INOR GEOCH
Instructor(s): LAROCQUE, ADRIENNE CHRISTINE L
Session: 01R Term: 2 Duration: 2 Group #: 16
Students Enrolled: 20
Students Responding: 18
Percentage Responding: 90 %

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NO RESPONSE	MULTIPLE RESPONSE
--	-----	-------------------	----------	---------	-------	----------------	-------------	-------------------

LEARNING

- I have found the course intellectually challenging and stimulating. 0 0% 0 0% 0 0% 12 67% 6 33% 0 0% 0 0%
- I have learned something which I consider valuable. 0 0% 0 0% 1 6% 10 56% 7 39% 0 0% 0 0%
- My interest in the subject has increased as a consequence of this course. 0 0% 0 0% 3 17% 7 39% 7 39% 0 0% 0 0%
- I have learned and understood the subject materials of this course. 0 0% 0 0% 7 39% 8 44% 3 17% 0 0% 0 0%

ENTHUSIASM

- Instructor was enthusiastic about teaching the course. 0 0% 0 0% 0 0% 4 22% 14 78% 0 0% 0 0%
- Instructor was dynamic and energetic in conducting the course. 0 0% 0 0% 0 0% 4 22% 14 78% 0 0% 0 0%
- Instructor enhanced presentations with the use of humour. 0 0% 0 0% 0 0% 8 44% 10 56% 0 0% 0 0%
- Instructor's style of presentation held my interest during class. 0 0% 0 0% 2 11% 9 50% 7 39% 0 0% 0 0%

ORGANIZATION

- Instructor's explanations were clear. 0 0% 0 0% 2 11% 12 67% 4 22% 0 0% 0 0%
- Instructor's materials were well prepared and carefully explained. 0 0% 0 0% 2 11% 9 50% 7 39% 0 0% 0 0%
- Proposed objectives agreed with those actually taught so I knew where course was going. 0 0% 0 0% 1 6% 8 44% 9 50% 0 0% 0 0%
- Instructor gave lectures that facilitated taking notes. 0 0% 0 0% 3 17% 6 33% 7 39% 0 0% 0 0%

GROUP INTERACTION

- Students were encouraged to participate in class discussions. 0 0% 0 0% 0 0% 9 50% 9 50% 0 0% 0 0%
- Students were invited to share their ideas and knowledge. 0 0% 0 0% 1 6% 7 39% 10 56% 0 0% 0 0%
- Students were encouraged to ask questions and were given meaningful answers. 0 0% 0 0% 0 0% 3 17% 15 83% 0 0% 0 0%
- Students were encouraged to express their own ideas and/or question the instructor. 0 0% 0 0% 0 0% 7 39% 11 61% 0 0% 0 0%

INDIVIDUAL RAPPORT

- Instructor was friendly towards individual students. 0 0% 0 0% 0 0% 3 17% 15 83% 0 0% 0 0%
- Instructor made students feel welcome in seeking help/advice in or outside of class. 0 0% 0 0% 0 0% 3 17% 15 83% 0 0% 0 0%
- Instructor had a genuine interest in individual students. 0 0% 0 0% 0 0% 3 17% 15 83% 0 0% 0 0%
- Instructor was adequately accessible to students during office hours or after class. 0 0% 0 0% 0 0% 7 39% 11 61% 0 0% 0 0%

BREADTH

- Instructor contrasted the implications of various theories. 1 6% 0 0% 0 0% 13 72% 3 17% 0 0% 0 0%
- Instructor presented the background or origin of ideas/concepts developed in class. 0 0% 0 0% 1 6% 13 72% 4 22% 0 0% 0 0%
- Instructor presented points of view other than his/her own when appropriate. 0 0% 0 0% 1 6% 13 72% 4 22% 0 0% 0 0%
- Instructor adequately discussed current developments in the field. 0 0% 0 0% 0 0% 12 67% 6 33% 0 0% 0 0%

OVERALL

N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
1	2	3	4	5	5
1	2	3	4	5	5
1	2	3	4	5	5

30. Compared with other courses I have had at the U. of M., I would say this course is:
 31. Compared with other instructors I have had at the U. of M., I would say this instructor is:
 As an overall rating, I would say this instructor is:

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult) 1 2 3 4 5
 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy) 1 2 3 4 5
 35. Course pace was: (1=Too slow, 2=Slow, 3>About right, 4=Fast, 5=Too fast) 1 2 3 4 5
 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=5 to 7, 4=8 to 12, 5=Over 12) 1 2 3 4 5
 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high) 1 2 3 4 5
 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7) 1 2 3 4 5
 39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+) 1 2 3 4 5
 40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only) 1 2 3 4 5
 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate) 1 2 3 4 5

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR. DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

42. 1 2 3 4 5 49. 1 2 3 4 5 56. 1 2 3 4 5 63. 1 2 3 4 5
 43. 1 2 3 4 5 50. 1 2 3 4 5 57. 1 2 3 4 5 64. 1 2 3 4 5
 44. 1 2 3 4 5 51. 1 2 3 4 5 58. 1 2 3 4 5 65. 1 2 3 4 5
 45. 1 2 3 4 5 52. 1 2 3 4 5 59. 1 2 3 4 5 66. 1 2 3 4 5
 46. 1 2 3 4 5 53. 1 2 3 4 5 60. 1 2 3 4 5 67. 1 2 3 4 5
 47. 1 2 3 4 5 54. 1 2 3 4 5 61. 1 2 3 4 5 68. 1 2 3 4 5
 48. 1 2 3 4 5 55. 1 2 3 4 5 62. 1 2 3 4 5

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

Dr. Laroque was an excellent instructor. She gave great notes, encouraged questions and gave good answers, would slow down when we didn't understand something in class. She was extremely helpful outside of class and was a super person to discuss both this class topics as well as other prospects for the future. She went out of her way to talk to students outside of class, even just on a social level and was a good confidante when discussing my career choices. She also tried to encourage us, motivate us and keep us in geology. Her lectures were funny, comprehensive and overall a joy to attend.

She even ~~introduced~~ introduced students to other faculty and potential "job givers" in their area of interest, so we could talk to people directly in the field we're interested in.

I would not hesitate to take another class of Dr. Laroque's.

OVERALL

30. Compared with other courses I have had at the U. of M., I would say this course is:
 Compared with other instructors I have had at the U. of M., I would say this instructor is:
 As an overall rating, I would say this instructor is:

N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
<input type="radio"/>	<input checked="" type="radio"/>				
<input type="radio"/>					
<input type="radio"/>					

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)
 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)
 35. Course pace was: (1=Too slow, 2=Slow, 3>About right, 4=Fast, 5=Too fast)
 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=5 to 7, 4=8 to 12, 5=Over 12)
 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)
 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)
 39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+)
 40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)
 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)

<input type="radio"/>	<input checked="" type="radio"/>				
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR, DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

42. 1 2 3 4 5 49. 1 2 3 4 5 56. 1 2 3 4 5 63. 1 2 3 4 5
 43. 1 2 3 4 5 50. 1 2 3 4 5 57. 1 2 3 4 5 64. 1 2 3 4 5
 44. 1 2 3 4 5 51. 1 2 3 4 5 58. 1 2 3 4 5 65. 1 2 3 4 5
 45. 1 2 3 4 5 52. 1 2 3 4 5 59. 1 2 3 4 5 66. 1 2 3 4 5
 46. 1 2 3 4 5 53. 1 2 3 4 5 60. 1 2 3 4 5 67. 1 2 3 4 5
 47. 1 2 3 4 5 54. 1 2 3 4 5 61. 1 2 3 4 5 68. 1 2 3 4 5
 48. 1 2 3 4 5 55. 1 2 3 4 5 62. 1 2 3 4 5

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

Overall this course was very enjoyable. Prof was well organized and had great enthusiasm for it. She has always been willing to go out of her way to help students understand course material. She is very encouraging and always very friendly. I have had a great Geochemistry experience and because I found her such a great prof, I worked even harder.

OVERALL

30. Compared with other courses I have had at the U. of M., I would say this course is:
 Compared with other instructors I have had at the U. of M., I would say this instructor is:
 As an overall rating, I would say this instructor is:

N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)
 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)
 35. Course pace was: (1=Too slow, 2=Slow, 3=About right, 4=Fast, 5=Too fast)
 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=5 to 7, 4=8 to 12, 5=Over 12)
 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)
 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)
 39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+)
 40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)
 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)

<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR, DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

- | | | | |
|---|---|---|---|
| 42. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 49. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 56. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 63. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 43. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 50. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 57. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 64. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 44. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 51. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 58. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 65. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 45. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 52. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 59. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 66. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 46. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 53. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 60. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 67. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 47. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 54. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 61. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 68. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 48. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 55. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 62. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | |

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

An excellently designed course, well in-tune with the needs of students. I especially appreciate the fact that no weekly lab assignment was due. Also, the typed notes and four smaller tests were excellent.

OVERALL

30. Compared with other courses I have had at the U. of M., I would say this course is:
 Compared with other instructors I have had at the U. of M., I would say this instructor is:
 As an overall rating, I would say this instructor is:

N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
1	2	3	4	5	●
1	2	3	4	5	●
1	2	3	4	5	●

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)
 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)
 35. Course pace was: (1=Too slow, 2=Slow, 3=About right, 4=Fast, 5=Too fast)
 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=3 to 4, 4=4 to 5, 5=Over 5)
 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)
 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)
 39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+)
 40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)
 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR, DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

42. 1 2 3 4 5 49. 1 2 3 4 5 56. 1 2 3 4 5 63. 1 2 3 4 5
 43. 1 2 3 4 5 50. 1 2 3 4 5 57. 1 2 3 4 5 64. 1 2 3 4 5
 44. 1 2 3 4 5 51. 1 2 3 4 5 58. 1 2 3 4 5 65. 1 2 3 4 5
 45. 1 2 3 4 5 52. 1 2 3 4 5 59. 1 2 3 4 5 66. 1 2 3 4 5
 46. 1 2 3 4 5 53. 1 2 3 4 5 60. 1 2 3 4 5 67. 1 2 3 4 5
 47. 1 2 3 4 5 54. 1 2 3 4 5 61. 1 2 3 4 5 68. 1 2 3 4 5
 48. 1 2 3 4 5 55. 1 2 3 4 5 62. 1 2 3 4 5

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

This was an excellent course, Professor Larongue did an excellent job and I hope to have her in future courses.

OVERALL

- | | N/A | VERY POOR | POOR | AVERAGE | GOOD | VERY GOOD |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
| 30. Compared with other courses I have had at the U. of M., I would say this course is: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> |
| Compared with other instructors I have had at the U. of M., I would say this instructor is: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> |
| As an overall rating, I would say this instructor is: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> |

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|
| 33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 35. Course pace was: (1=Too slow, 2=Slow, 3>About right, 4=Fast, 5=Too fast) | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=5 to 7, 4=8 to 12, 5=Over 12) | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7) | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| 40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| 41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate) | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR, DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

- | | | | |
|---|---|---|---|
| 42. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 49. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 56. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 63. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 43. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 50. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 57. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 64. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 44. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 51. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 58. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 65. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 45. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 52. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 59. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 66. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 46. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 53. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 60. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 67. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 47. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 54. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 61. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 68. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 48. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 55. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 62. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | |

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

Enjoyed going to class, professor was very interesting.

Student Evaluation Form Part 2: Written Remarks

Date of Evaluation: October 11, 2016
Instructor (Evaluatee): Adrienne Larocque
Course: GEOL 1, Section 3165
Evaluator: Rebecca Perloth

Written remarks are transcribed as written, including the spelling, grammar, and punctuation.

I very much enjoy the course as well as the instructor. I personally want to be a lapidary and prospector so the only thing I might change is get more people interested by showing more of the gem forms of minerals, and relating there they might be found.

Dr. Laroque is an exceptional instructor. Her enthusiasm for the subject is infectious and she provides information in so many different ways, everyone has a way to come to understanding. I love the Sophia website – she posts videos, slide shows (used in the next class & available ahead of time), and more. Two areas I'd like more of – one is a more thorough introduction to the Sophia website the first time it's introduced.

The second is more time devoted to vocabulary.

It's a great class & a great instructor – and I am not even a science lover!

I like how we aren't required to memorize subject matter, and allowed to use notes.

Brings in samples and has helpful chats/pictures on slideshows, which helps visual learners.

I like how she remains excited and enthusiastic throughout class, is relateable.

I came into this class, with a very low science academic confidence. I was only taking the class to fulfill GE requirements. I am pleasantly surprised at how much I enjoy this class and am really proud of all the knowledge I have gained thus far. I look forward to coming to each weekly class.

The HW has helped me further understand the course material. The professor is so engaging and humorous and makes sciences FUN!

Awesome teacher! Her love and knowledge for Geology makes me want to come to class. Her high energy keeps me interested and awake. I really like how she explains things. Instead of using Big Science Words that I will never remember or understand, she will use words that normal humans understand. Plus, the online slideshows and videos are extremely handy!

I would like more homework (I learn best that way)

I really appreciate that the slides are available on Sophia.org both before and after class. It is very helpful for the students who have a hard time writing quickly during lecture. I also really like the videos posted on Sophia because they help to clarify the coarse material.

The essentials of Geology textbook can be a bit frustrating at times. It would be helpful if the book explained the vocabulary terms in greater detail.

She has an enthusiastic attitude about the subject that makes you want to learn more from her excitement. I love that she will give us different models for something that allows the material to make sense when presented in so many different ways. I also find it very helpful that she gives us materials before class so I feel more engaged instead of having to write everything down.

Professor Larocque is honestly the best teacher ever! She is so nice, helpful, sweet, and approachable. You can definitely tell this is her passion and she makes class fun, especially since she shares her experiences and tells us examples or stories, or she makes funny jokes. She is always in class minimum 30 min. before, so she is always ready to help students. And she is also available to help or answer any questions after class. I love coming to her class and I've learned so much, I would recommend this class with her to anyone who is interested in taking geology or anyone who is doing their general education. She is the best teacher ever!

I really enjoy this class. She is an excellent teacher who is engaging, fun, not-boring or monotone, and loves to interact with us. She is so energetic and excited about her subject and in turn makes me feel the same. If this course wasn't just for fun I would hope that she would teach the next class in this branch.



SRTA CERTIFICATED EMPLOYEE EVALUATION

NAME Dr. Adriene Larocque LOCATION MCHS - 54
GRADE-LEVEL/SUBJECT Science 9-12 SCHOOL YEAR 2015-2016
EVALUATOR Vicki Zands DATE April 28, 2016

STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

Elements of this Standard are:

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

COMMENTS:

Dr. Larocque has shown great ability in understanding how students learn and what interests them. Her previous work outside of education has allowed her to really put the learning into context for the students. She uses a variety of media and hands-on activities to make the science real.

Meets standard Partially meets standard Does not meet standard

**STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS
FOR STUDENT LEARNING**

Elements of this Standard are:

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

COMMENTS:

Dr. Larocque places great emphasis on creating a community in her classroom where student feel safe to learn and share their experiences. She has high expectations for behavior and for academic achievement. Student know and understand classroom norms and routines which optimizes time for learning.



Meets standard



Partially meets standard



Does not meet standard

**STANDARD THREE: UNDERSTANDING & ORGANIZING SUBJECT MATTER
FOR STUDENT LEARNING**

Elements of this Standard are:

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

COMMENTS:

Dr. Larocque has an understanding of the subject matter greater than most. She works very hard to understand how students learn and differentiate her instruction to match all students' needs.



Meets standard



Partially meets standard



Does not meet standard

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Elements of this Standard are:

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

COMMENTS:

Dr. Larocque works very hard to get to know her students as learners and as people. This information helps her to adapt her lessons to the needs of those students.



Meets standard



Partially meets standard



Does not meet standard

STANDARD FIVE: ASSESSING STUDENT LEARNING

Elements of this Standard are:

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

COMMENTS:

Dr. Larocque uses a variety of formative and summative assessments to guide her teaching. She work with her colleagues in the science department to identify and address gaps. Students are able to monitor their progress using Jupiter grades and request any help and/or clarification as needed.



Meets standard



Partially meets standard



Does not meet standard

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

Elements of this Standard are:

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

COMMENTS:

Dr. Larocque spends a lot of time reflecting on her teaching and how she can reach her students. She participates in T-Bar and has attended the Museum of Tolerance training. She has engaged the local science and engineering community in participating with her students. Dr. Larocque is a consummate professional who maintains her commitment to her students while managing all of her professional responsibilities.



Meets standard



Partially meets standard



Does not meet standard

STANDARD SEVEN: OTHER PROFESSIONAL RESPONSIBILITIES

Elements of this Standard are:

- 7.1 Participating in development and implementation of site and district decisions and programs.
- 7.2 Providing a safe environment for supervised students.
- 7.3 Developing and maintaining accurate administrative records and grading documents, and adhering to deadlines.
- 7.4 Participating in student activities, such as clubs, student government, and co-curricular events.

COMMENTS:

Dr. Larocque is diligent about providing a safe environment for all students. She is an active participant in staff development and activities. She sponsors a club for future women engineers and does all of her adjunct duties as assigned.



Meets standard



Partially meets standard



Does not meet standard

COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

Dr. Larocque is a well respected, important part of the Carrillo family. She is constantly improving her practice to meet the needs of her students. I am excited to watch her develop as a teacher.

EVALUATEE'S EMPLOYMENT STATUS (Please check appropriate box):

- Temporary Certificated Employee
- Probationary 1, Certificated Employee
- Probationary 2, Certificated Employee
- Permanent Certificated Employee

OVERALL EVALUATION (In accordance with Article 9 of the Collective Bargaining Agreement):

- Meets or exceeds standards Continue employment without reservation.
- Needs improvement in no more than two standards Improvement plan to be developed and implemented at the School site.
- Does not meet standards Continue employment with an improvement plan which specifically addresses all standards which are not fully met. Must participate in the District Peer Assistance and Review Program as defined in Article 10.4 of the collective bargaining agreement if it is available.
- Unsatisfactory Referred to Assistant Superintendent, Human Resources, for appropriate personnel actions(s).

EVALUATEE'S SIGNATURE:

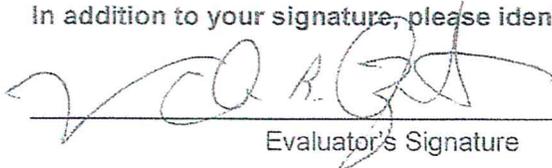
Evaluatee's signature acknowledges receipt of the evaluation document and the District's compliance with Article 9.6 of the collective bargaining agreement. Acknowledgement of receipt shall not necessarily be construed as agreement with the content of the evaluation. The evaluatee shall have the right to initiate a written reaction or response to the formal evaluation summary and such response shall become a permanent attachment to the evaluatee's personnel file.

Evaluatee's Signature

Date

EVALUATOR'S SIGNATURE:

In addition to your signature, please identify the date of the next annual evaluation.



Evaluator's Signature

4/28/16

Date

DATE OF NEXT ANNUAL EVALUATION: 2016-2017



SRTA CERTIFICATED EMPLOYEE EVALUATION

NAME Adrienne Larocque LOCATION María Carrillo High School
GRADE-LEVEL/SUBJECT HS Science SCHOOL YEAR 2017
EVALUATOR Katie Barr DATE April 20, 2017

STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

Elements of this Standard are:

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

COMMENTS:

Dr. Larocque is a masterful communicator and works diligently with her students to ensure they are connected to the content through sharing real-world experiences, life experiences and background knowledge.

In my observations I have witnessed her changing pace of lessons to ensure all students are engaged, using digital access to content so students have the opportunity to "play" with the material and learn through inquiry.

I enjoyed watching Dr. Larocque teaching a lesson that included storytelling of famous scientists and how they demonstrated attributes of our Graduate Profile. Through this process, she helped her students connect to peoples experiences and understand the value of our Graduate Profile.

I am extremely impressed by Dr. Larocque's passion and empathy for her students. She noticeably sets high expectation for her students and gently guides them to meet her at the level of work she expects.

Meets standard Partially meets standard Does not meet standard

STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS
FOR STUDENT LEARNING

Elements of this Standard are:

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

COMMENTS:

I observed Dr. Larocque on a day that she was using technology to help students understand maps and scaling. It was a joy to see how she walked them through a short explanation, then allowed students to draw and design in a digital program that clearly made scaling a "real" concept.

Dr. Larocque has mastered differentiation and developed a system that allows students to work at a pace that works for them. She often uses hands on learning that allows students to manipulate the material to understand the lessons.

In addition, she creates an environment that is safe to ask questions, promotes diversity, supports all learners, at the same time of setting high expectations that students clearly understand.

While observing Dr. Larocque, I noted her well established routines and procedures that allow all students to know what is expected in the classroom.



Meets standard



Partially meets standard



Does not meet standard

STANDARD THREE: UNDERSTANDING & ORGANIZING SUBJECT MATTER
FOR STUDENT LEARNING

Elements of this Standard are:

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

COMMENTS:

Dr. Larocque has developed an understanding of scaffolding and building upon previous knowledge that ensures her students are gaining access to the content. She is well organized and exceedingly knowledgeable in her content area, which promotes success amongst her students.

I have noted that Dr Larocque uses different instructional strategies that are appropriate to the subject matter and provides a wide variety of options and opportunities for her students to engage.

In my observations I have witnessed her using sentence framing and inquiry to address the needs of her EL learners, in addition to assignment choices that allow students options. She is constantly circulating her room, checking in with students privately to make sure they understand.



Meets standard



Partially meets standard



Does not meet standard

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Elements of this Standard are:

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

COMMENTS:

It was fun this year to be in Dr. Larocque's classroom and watch her help students understand content and build knowledge. She explains to the students the goals for the day, weaves in stories building on students' past knowledge, then allows students time to manipulate the information in various forms.

It is clear Dr. Larocque is thinking two to three steps ahead as she plans and builds her lessons. She gently guides students in their learning and builds their confidence by celebrating the small wins. One such instance was when a student had answered three consecutive questions during a group share.

In all of Dr. Larocque's classes, she adjusts the lessons accordingly to meet the needs of her students.



Meets standard



Partially meets standard



Does not meet standard

STANDARD FIVE: ASSESSING STUDENT LEARNING

Elements of this Standard are:

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

COMMENTS:

In multiple occasions, I have witnessed Dr. Larocque using assessment to collect data about her students.

Dr. Larocque has a website that she uses to share information with her student and allow them access to their grades to track their progress.

My suggestion is for Dr. Larocque to think about ways to include students in a self-assessment, self-reflection process that allows them to see their own growth and skill development. This could include a survey, reflection assignment following a project, assignment or test.

Dr. Larocque uses Jupiter grades to communicate with students and families grades. She has time in class when she works with students individually. This could be a wonderful time to have short discussions about goals for the day, week, semester, etc.

Meets standard Partially meets standard Does not meet standard

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

Elements of this Standard are:

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

COMMENTS:

Dr. Larocque has worked with local industry groups and professionals to bring to light the work of women in the science fields. It is a secret treasure on our campus and I hope that next year, Dr. Larocque can do more work with our College & Career Center Counselor to develop more opportunities for our female students.

In addition, Dr. Larocque has participated in the unconscious bias trainings offered by the district and has gained new prospective of workings with our diverse student population.



Meets standard



Partially meets standard



Does not meet standard

STANDARD SEVEN: OTHER PROFESSIONAL RESPONSIBILITIES

Elements of this Standard are:

- 7.1 Participating in development and implementation of site and district decisions and programs.
- 7.2 Providing a safe environment for supervised students.
- 7.3 Developing and maintaining accurate administrative records and grading documents, and adhering to deadlines.
- 7.4 Participating in student activities, such as clubs, student government, and co-curricular events.

COMMENTS:

Dr. Larocque is an asset to our campus. She is involved in many aspects of our campus to improve the lives and education of our students. She is constantly self-reflective and searches for ways to improve her lessons and curriculum. She is involved with a girl's engineering club that she helps establish on campus and participates in our PLCs, department meetings, and staff meetings.



Meets standard



Partially meets standard



Does not meet standard

COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

I have enjoyed observing and working with Dr. Larocque this year.

Suggestions:

1. Incorporate some self-reflection activities in her lessons for students to do self evaluation
2. Work with department to establish a common syllabus and grading practice at the 9th grade level.

EVALUATEE'S EMPLOYMENT STATUS (Please check appropriate box):

- Temporary Certificated Employee
- Probationary 1, Certificated Employee
- Probationary 2, Certificated Employee
- Permanent Certificated Employee

OVERALL EVALUATION (In accordance with Article 9 of the Collective Bargaining Agreement):

- Meets or exceeds standards Continue employment without reservation.
- Needs improvement in no more than two standards Improvement plan to be developed and implemented at the School site.
- Does not meet standards Continue employment with an improvement plan which specifically addresses all standards which are not fully met. Must participate in the District Peer Assistance and Review Program as defined in Article 10.4 of the collective bargaining agreement if it is available.
- Unsatisfactory Referred to Assistant Superintendent, Human Resources, for appropriate personnel actions(s).

EVALUATEE'S SIGNATURE:

Evaluatee's signature acknowledges receipt of the evaluation document and the District's compliance with Article 9.6 of the collective bargaining agreement. Acknowledgement of receipt shall not necessarily be construed as agreement with the content of the evaluation. The evaluatee shall have the right to initiate a written reaction or response to the formal evaluation summary and such response shall become a permanent attachment to the evaluatee's personnel file.

_____ _____
Evaluatee's Signature Date

EVALUATOR'S SIGNATURE:

In addition to your signature, please identify the date of the next annual evaluation.

_____ _____
Evaluator's Signature Date

DATE OF NEXT ANNUAL EVALUATION: _____



UC San Diego Extension
 9500 Gilman Dr., La Jolla, CA 92093
 Phone: (858) 534-3400
 Fax: (858) 534-8527
 Email: unex-reg@ucsd.edu
 Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
 4210 Chaparral Rd
 Santa Rosa, CA 95409
 alarocque@srcs.k12.ca.us

Grade Report

Final Grade

CLAD Through CTEL Portfolio EDUC-31221	
Section ID: 119301 Enroll Date: 11/06/2016 Grade Option: Letter Grade Units: 1 Dates: 11/28/2016 - 12/09/2016	A

Printed on: 1/09/2017

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
 P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

Unofficial Document

The contents of this document are not certified by the UC San Diego Extension Registrar, therefore, it is not considered an official document or a complete and accurate University record. A certified transcript is printed on official UC San Diego security enhanced paper which is signed by the Registrar.

Re-Disclosure Notice

The enclosed information is being released to you in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In providing this information, it is the responsibility of the University of California, San Diego Extension to inform you that such information is being transferred on the condition that you will not permit any other party to have access to such information without the written consent of the Student, except that the information may be used by your organization's officers, employees and agents, but only for the purposes for which the Disclosure was made to you.



UC San Diego Extension
 9500 Gilman Dr., La Jolla, CA 92093
 Phone: (858) 534-3400
 Fax: (858) 534-8527
 Email: unex-reg@ucsd.edu
 Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
 4210 Chaparral Rd
 Santa Rosa, CA 95409
 alarocque@srcs.k12.ca.us

Grade Report

Final Grade

Assessment of English Learners EDUC-31219	
Section ID: 116524 Enroll Date: 05/08/2016 Grade Option: Letter Grade Units: 3 Dates: 06/27/2016 - 07/15/2016	A

Printed on: 1/09/2017

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
 P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

is an Unofficial Document

The contents of this document are not certified by the UC San Diego Extension Registrar, therefore, it is not considered an official document or a complete and accurate University record. A certified transcript is printed on official UC San Diego security enhanced paper which is signed by the Registrar.

Re-Disclosure Notice

The enclosed information is being released to you in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In providing this information, it is the responsibility of the University of California, San Diego Extension to inform you that such information is being transferred on the condition that you will not permit any other party to have access to such information without the written consent of the Student, except that the information may be used by your organization's officers, employees and agents, but only for the purposes for which the Disclosure was made to you.



UC San Diego Extension
 9500 Gilman Dr., La Jolla, CA 92093
 Phone: (858) 534-3400
 Fax: (858) 534-8527
 Email: unex-reg@ucsd.edu
 Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
 4210 Chaparral Rd
 Santa Rosa, CA 95409
 alarocque@srcs.k12.ca.us

Grade Report

Final Grade

Foundations and Methods of English Language/Literacy Development and Content Instruction EDUC-31220	
Section ID: 111034 Enroll Date: 06/08/2015 Grade Option: Letter Grade Units: 6 Dates: 06/22/2015 - 07/31/2015	A

Printed on: 9/09/2015

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
 P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

Unofficial Document

The contents of this document are not certified by the UC San Diego Extension Registrar, therefore, it is not considered an official document or a complete and accurate University record. A certified transcript is printed on official UC San Diego security enhanced paper which is signed by the Registrar.

Re-Disclosure Notice

The enclosed information is being released to you in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In providing this information, it is the responsibility of the University of California, San Diego Extension to inform you that such information is being transferred on the condition that you will not permit any other party to have access to such information without the written consent of the Student, except that the information may be used by your organization's officers, employees and agents, but only for the purposes for which the Disclosure was made to you.



UC San Diego Extension
 9500 Gilman Dr., La Jolla, CA 92093
 Phone: (858) 534-3400
 Fax: (858) 534-8527
 Email: unex-reg@ucsd.edu
 Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
 4210 Chaparral Rd
 Santa Rosa, CA 95409
 alarocque@srcs.k12.ca.us

Grade Report

Final Grade

Language and Language Development EDUC-31218	
Section ID: 109149 Enroll Date: 06/08/2015 Grade Option: Letter Grade Units: 4 Dates: 08/03/2015 - 08/28/2015	A

Printed on: 9/09/2015

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
 P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

is an Unofficial Document

The contents of this document are not certified by the UC San Diego Extension Registrar, therefore, it is not considered an official document or a complete and accurate University record. A certified transcript is printed on official UC San Diego security enhanced paper which is signed by the Registrar.

Re-Disclosure Notice

The enclosed information is being released to you in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In providing this information, it is the responsibility of the University of California, San Diego Extension to inform you that such information is being transferred on the condition that you will not permit any other party to have access to such information without the written consent of the Student, except that the information may be used by your organization's officers, employees and agents, but only for the purposes for which the Disclosure was made to you.



UC San Diego Extension
 9500 Gilman Dr., La Jolla, CA 92093
 Phone: (858) 534-3400
 Fax: (858) 534-8527
 Email: unex-reg@ucsd.edu
 Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
 4210 Chaparral Rd
 Santa Rosa, CA 95409
 alarocque@srcs.k12.ca.us

Grade Report

Final Grade

Culture and Inclusion EDUC-31217	
Section ID: 112691 Enroll Date: 11/12/2015 Grade Option: Letter Grade Units: 4 Dates: 01/04/2016 - 01/29/2016	A

Printed on: 2/03/2016

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
 P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

is an Unofficial Document

The contents of this document are not certified by the UC San Diego Extension Registrar, therefore, it is not considered an official document or a complete and accurate University record. A certified transcript is printed on official UC San Diego security enhanced paper which is signed by the Registrar.

Re-Disclosure Notice

The enclosed information is being released to you in accordance with the provisions of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In providing this information, it is the responsibility of the University of California, San Diego Extension to inform you that such information is being transferred on the condition that you will not permit any other party to have access to such information without the written consent of the Student, except that the information may be used by your organization's officers, employees and agents, but only for the purposes for which the Disclosure was made to you.

T-BAR Tomorrow!

VanDordrecht, Anna <avandordrecht@srcs.k12.ca.us>

Mon 5/9/2016 2:27 PM

To: Schermer, Joy <jschermer@srcs.k12.ca.us>; Breninger, Amy <abreninger@srcs.k12.ca.us>; Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>; Bradylong, Kyla J. <kbradylong@srcs.k12.ca.us>; Nichols, Candice <cnichols@srcs.k12.ca.us>; Ligotti, Gale <gligotti@srcs.k12.ca.us>; O'Donnell, Teri <todonnell@srcs.k12.ca.us>;

Hi ladies,

Just one final reminder that we have our final T-BAR meeting tomorrow 8:30-2:30 at Addie's house (4210 Chaparral Rd., Santa Rosa, CA 95404). There was a delay in getting subs, but it should all be worked out now. If you do not have an AESOP notification, please check with Lisa.

If something has changed and you're not able to come, please let me know ASAP. I know Amy can only come during 3rd, and Joy may not be able to come at all. If we have many more who can't attend, we'll lose a critical mass to get things done.

The general plan for tomorrow is to brainstorm what we did this year and how informative/influential/helpful each of these things was. Then we'll discuss next steps and there will be time to make individual and group plans for next year. Finally, we'll work on what a model of NGSS implementation might be based on our experiences over the last two years.

If you have any examples, lessons, etc. that you'd like to share or that would be helpful in planning for next year or creating a model for implementation, please bring them to share. It is probably also helpful to have a device and/or a calendar with you.

Finally, the final whole-group T-BAR session will be next Monday, May 23, from 4 to 7pm at Charlie's Grill. I need to give SCOE a count of how many people from our group will attend, so please either email me tomorrow or let me know in person tomorrow whether or not you can go. It's important to have as many people as possible there.

Thanks so much ladies! Looking forward to spending time with you.

Anna

SCOE's 21st Century Science Teacher Leader Cohort Acceptance

Anna VanDordrecht <avandordrecht@scoe.org>

Mon 5/22/2017 1:13 PM

To: Anna Van Dordrecht <avandordrecht@scoe.org>;

Cc: Sarah Lundy <slundy@scoe.org>; Casey Shea <cshea@scoe.org>;

Greetings Teacher Leader.

We're pleased to let you know that you've been accepted to be a member of SCOE's 21st Century Science Teacher Leader Cohort for the 2017-18 school year! Our committee reviewed a number of applications, and we're very excited about the caliber of the leaders selected. The cohort members represent a broad range of classroom settings and science education experiences and all share an excitement for what's possible when implementing NGSS and 21st Century teaching and learning.

Our first team meeting for the year will be a full day bootcamp on August 8th. More details will follow as we get closer. In the meantime, there are a few things we need from you:

1. Please complete the [Teacher Leader Cohort Agreement](#) and return it to Anna Van Dordrecht no later than **June 12th**. You may either email a copy or deliver one to SCOE. Please note that this agreement needs to be signed by a district administrator.
2. If you will not be checking the email used here, please send us an address that you will check during the summer so we can communicate about the bootcamp.
3. If anything changes and you will no longer be able to participate in the cohort, please let us know ASAP. This is extremely important as we plan for cohort experiences and determine what support the group can provide for SCOE's science offerings.

Congratulations once again on your selection! We're really looking forward to working with you in the coming year. If you have any questions, please don't hesitate to reach out.

Good luck on the final stretch of this school year!

Best,
Anna

Anna Van Dordrecht
Curriculum Coordinator for Science
Sonoma County Office of Education
Educational Support Services
avandordrecht@scoe.org
707.522.3334 (office)