

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

To be completed by Faculty Mentor with input from Teacher Mentor(s)

Teacher
Candidate: Ashley Michel Date: March 10, 2023
School: Arthur Hatton Elementary Grade: One
Teacher
Mentor: Anita Pratt Faculty Mentor: Jack Miller

SCHOOL CONTEXT: (e.g., school and classroom size, school location)

School contains approximately 260 students; Classroom size is 21 students; School is an urban school in SD 73 in North Kamloops, B.C.

Preparation and Organization	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Displays knowledge of content • Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum • Keeps a detailed daybook • Develops and completes clear unit plans and lesson plans • Is well prepared for the day • Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources • Connects subject matter to students' interests, prior learning, and new concepts • Prepares a logical sequence of subject matter for instruction • Connects assessment with unit and lesson plan learning standards • Uses a range of resources and learning materials • Uses variety of teaching strategies • Designs & utilizes appropriate learning centres • Incorporates creative ideas in unit and lesson plans • Plans a variety of ways for students to represent their learning • Plans for differentiated instruction to meet students' varying abilities 	<p>Ashley has displayed a strong knowledge of the content of all the subjects taught in her Grade 1 class. She prepares for class very conscientiously and always includes Indigenous content where it is appropriate. She keeps an organized system of record keeping, including keeping records of assessments of student achievement and demonstrated abilities.</p> <p>She has effectively connected subject matter to student interests, prior learning and new concepts. She has prepared comprehensive Unit Plans and Lesson Plans that effectively connected new material to previous learnings.</p> <p>Ashley has used a wide range of resources and learning materials, has been very creative in connecting subject matter and tasks that enhance learning. She has used a variety of teaching strategies to good effective in this very active class.</p>

Classroom Management	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Engages students in active and on-task learning • Is consistent, respectful and fair • Sets clear expectations and follows through appropriately • Establishes and maintains classroom routines and rules • Initiates and maintains student focus • Is consistent in supporting behaviour expectation • Encourages responsible student choices • Uses positive management strategies 	<p>Ashley has always strived to engage students in active and on-task learning. She sets clear expectations and follows through consistently. She is consistent and fair with her students and is very effective at helping in one-on-one situations.</p> <p>Ashley encourages responsible choices of her students and uses positive management strategies at every opportunity.</p>

Instruction	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Uses a variety of questioning techniques (higher-level thinking, open-ended) • Distributes questions and accepts answers evenly among all students • Uses appropriate vocabulary for age level • Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume) • Demonstrates correct usage of oral language • Demonstrates correct usage of written language • Listens attentively to students in order to check for understanding, re-teach if necessary • Gives clear instructional directions (sequential, concise, step by step) • Includes an engaging and appropriate lesson introduction and closure • Presents lessons which flow smoothly (appropriate transitions, clearly connects the learning standards, IO's, lesson activities and assessment) • Incorporates a balance of direct teaching and student active involvement • Paces instruction appropriately • Delivers lesson confidently and effectively 	<p>During her lessons, Ashley uses a variety of questioning techniques and distributes questions and accepts answers evenly among all students. She uses appropriate verbal and written vocabulary for this age level. She uses her voice effectively for reading and for gaining and maintaining control in the classroom.</p> <p>Ashley listens attentively to her students in order to check for understanding and re-teaching where necessary. She gives clear instructional directions and frequently re-checks for understanding. She uses a balance of direct teaching and student active involvement.</p> <p>She paces her instructions appropriately, has matured to the point of delivering her lessons confidently and effectively. She pays particular attention to incorporating Indigenous content wherever it is important to do so.</p>

Assessment	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Provides students with specific, constructive verbal and written feedback • Reports appropriately on students' progress. Uses a variety of assessment tools, e.g. anecdotal notes, checklists, tests, portfolios, observations, running records, whole class reading assessments, school-wide writes, rubrics • Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel • Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans) • Uses assessment and evaluation as an integral part of instruction • Engages students in self-assessment and uses it effectively 	<p>Ashley routinely provides students with specific and constructive verbal feedback, reporting appropriately on student progress. She has also used a variety of assessment tools in order to provide effective feedback to students, her Teacher Mentor and parents.</p> <p>Ashley uses assessment and evaluation as an integral part of instruction and always ensures that her assessment strategies are tied directly to her Instructional Objectives. She has also engaged her students in self-evaluation where and when appropriate.</p>

Professional Qualities	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Willingly assumes classroom and other school related responsibilities • Arrives at school early. Stays after school until the next day is prepared • Is an enthusiastic teacher who shows a commitment to learning and teaching • Takes initiative; enthusiastically acquires knowledge • Is empathetic toward and respectful of others • Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics • Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority • Demonstrates reflective and self-evaluative skills • Seeks, accepts and acts on constructive feedback • Takes advantage of professional development opportunities • Displays a positive attitude and demonstrates professional qualities • Contributes to the culture of the school beyond the classroom 	<p>Ashley willingly accepted classroom and other school responsibilities. She is committed to teaching and learning and takes the initiative to acquire knowledge.</p> <p>She has displayed enthusiasm for her role as a teacher and empathetic toward and respectful of others. She has established appropriate relationships with other teachers and staff and consults the proper channels of authority.</p> <p>Ashley has grown significantly as a teacher and while teaching at 80% or more, has shown maturity in the classroom, while expanding her positive attitude toward teaching as a profession.</p>

SUMMARY COMMENTS

Teacher Mentor: Ashley has shown significant growth in her classroom management techniques. She will continue to grow and hone her own style as a practicing teacher.

Faculty Mentor: Ashley has completed a successful practicum. She has matured significantly as a teacher and now brings confidence and an effective teaching style to the classroom. Ashley is ready to assume the responsibilities of her own classroom.

TEACHER CANDIDATE'S standing at the end of EDPR 4200	Complete	Supplemental	Incomplete
	X		

* TC initials indicate only that content has been read, discussed and is understood. TC initials do not indicate agreement/disagreement with the content of the evaluation.

Teacher Candidate's initials: _____

Teacher Mentor's signature(s): _____

Faculty Mentor's signature(s): _____

cc: Teacher Candidate, Faculty Mentor, Teacher Mentor, B.Ed. Student File