

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Stephanie Luca

Date: March 10, 2023

School: McGowan Park Elementary

Grade: 4

Faculty Mentor: Lorin Toews

Teacher Mentor: Pam Milburn

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

McGowan Elementary is a school located in an urban area of Kamloops, BC, and has an enrolment of approximately 430 in 19 divisions. Stephanie taught a Grade 4 class of 27 students, including four ELL students and two IEPs.

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>Stephanie's lessons were fluent, organized, and captured the students' attention. She planned her lessons well ahead of time, and included activities that addressed a wide range of skills. Stephanie set clear objectives, created engaging activities, and prepared any necessary materials. Additionally, she anticipated early finishers and had extra activities ready to go.</p> <p>Stephanie maintained detailed unit and lesson plans, an assessment binder, and developed a daybook format that allowed her to keep things organized and ready for a TTOC.</p> <p>Stephanie was consistently organized and kept track of important dates and deadlines. She had a system in place for grading and record-keeping, which helped to reduce stress and increase efficiency. Stephanie also kept her classroom clean and tidy, which contributed to a positive learning environment for her students.</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>Stephanie's classroom management improved significantly during the course of the practicum. She adopted the classroom routines already in place, and used her time to try out a range of positive behaviour management strategies. Stephanie praised students for following rules and used incentives to reward positive behaviour. She established clear expectations and rules for the classroom, and consistently reinforced them throughout the practicum.</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>Stephanie demonstrated a strong ability to plan and deliver engaging and effective instruction. She developed clear objectives for each lesson, used a variety of teaching methods and strategies to engage students, and provided opportunities for students to apply their learning through hands-on activities and assessments. Content from previous lessons was reviewed prior to moving forward.</p> <p>Stephanie's pacing also showed improvement over the course of the practicum. She was clear and concise in her explanations and instructions, and used appropriate language and examples to make the material accessible and relatable for students. Stephanie regularly shared her enthusiasm about the lessons, and tried to add personal and community connections whenever possible.</p> <p>Stephanie also effectively differentiated instruction to meet the diverse needs of her students. She modified instruction and assessments to meet the requirements of students with learning differences, and provided additional support and resources as needed.</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>Stephanie used a variety of assessments to provide ongoing feedback to students and adjust instruction as needed. These included self-assessments, quizzes, unit tests, rubrics, and proficiency scales.</p> <p>Stephanie also used assessment data to guide instruction. As the practicum progressed, she continued to work on staying on top of marking, collecting assignments in a timely manner, and allowing time for corrections.</p> <p>Stephanie effectively communicated assessment results to students and their families. She provided written and verbal feedback, and had the opportunity to sit in on an IEP meeting.</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>Stephanie demonstrated a high level of professionalism throughout her practicum. She was punctual and reliable, consistently arrived to class on time and met deadlines. She also maintained a professional appearance and demeanour in the classroom, which contributed to a positive and respectful learning environment for her students.</p> <p>Stephanie demonstrated excellent collaboration skills. She worked effectively with her TM and was positive and friendly with school staff. She was open to feedback and willing to learn and improve her teaching practices.</p> <p>Stephanie took a sincere interest in her students, and took the time to listen to their stories and celebrate their activities outside of school. She volunteered to help with Battle of the Books and with the Student Advisory Council. Stephanie also took on the planning and supervision of a snowshoeing and cross-country skiing field trip for her class.</p> <p>Overall, Stephanie demonstrated a strong commitment to her students' learning and growth, and exhibited the professional qualities necessary for a successful teaching experience.</p>

SUMMARY COMMENTS

Stephanie has demonstrated throughout this practicum that she has all the makings of a natural teacher. She is kind and calm, with a passion for teaching and for making connections with her students. Planning is thorough and detailed, and classroom management is firm but fair. Stephanie is well on her way to becoming an excellent teacher, and we strongly feel that any school or district would be lucky to have her.

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

* 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:

AS

Teacher Mentor's
signature(s):

Phyllis

Faculty Mentor's
signature(s):

A. Jones

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