

## EDPR 4200 MID-TERM EVALUATION FORM

### Bachelor of Education (Elementary) Program

*(Completed cooperatively by Teacher Mentor and Faculty Mentor)*

**Teacher Candidate:** Hannah Parker **Date:** Jan 31 2023  
**School:** Kamloops Christian School **Grade:** 6  
**Teacher Mentor(s):** Val Silvester **Faculty Mentor:** Tom Dinsdale

EDPR 4200 Mid-Term Evaluation Rubric	
<b>Yes</b>	<b>TC has a solid understanding of content, task requirements and learner needs. There is a consistent and effective performance.</b>
<b>In Progress</b>	<b>TC has shown a developing understanding of content, task requirements and learner needs</b>
<b>No</b>	<b>TC has shown an inadequate understanding of content, task requirement and learner needs. There is inconsistent or ineffective performance. Has not met the criteria for a novice teacher.</b>
<b>Not Yet</b>	<b>TC has not had the opportunity to complete or demonstrate proficiency at this point in the practicum.</b>

#### PREPARATION AND ORGANIZATION

*Requirements to Consider	Ye s	In Progress	N o	Not Yet
• Displays knowledge of Big Ideas, Core Competencies, Curricular Competencies, and Content in B.C. curriculum	x			
• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum.	x			
• Develops and completes clear unit plans and lesson plans using appropriate format with appropriate time for feedback loop	x			
• Keeps a detailed daybook or planner that another teacher can follow		x		
• Is well prepared for the day with all materials, resources and planners organized	x			
• Keeps an organized binder/folder /area including record keeping, assessments, activity sheets, resources and a monthly planner	x			
• Connects new concepts and subject matter to students' prior knowledge, developmental level, and interests.		x		
• Prepares a logical sequence of subject matter	x			
• Uses a range of resources and learning materials	x			
• Uses a variety of teaching strategies e.g., individual, partner, small group, large group	x			
• Designs & utilizes an appropriate learning centre(s)		x		
• Incorporates creative and innovative ideas in unit and lesson plans	x			
• Plans a variety of ways for students to represent their learning	x			
• Plans for differentiated instruction to meet students' varying needs and abilities	x			
• Integrates First Peoples' Principles of Learning and Indigenous Perspectives into unit/lesson plans across the curriculum		x		
• Uses UDL framework to plan learning that is accessible to all.	x			

**Please write comments below: (Comments are intended to elaborate on some of the considered requirements)**

Hannah is well prepared and organized. In addition to being well prepared for each unit and lesson, Hannah also recognizes the need to alter and amend the lesson plans based upon student progress and individual student needs. She plans an appropriate balance between a variety of learning activities such as independent, pairing, small group

and hands-on opportunities for her students. Hannah has a firm grasp on the curricular areas for the age group, and seeks innovative and creative ways in which to engage her students in their learning. She also continues to make progress “thinking on her feet” in order to make adjustments to lessons and/or student activities “on the fly”.

## ASSESSMENT

*Requirements to Consider	Yes	In Progress	No	Not Yet
• Provides students with specific, constructive verbal and written feedback	X			
• 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		X		
• Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel	X			
• Involved in a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans (IEPs)		X		
• Uses assessment and evaluation as an integral part of instruction		X		
• Clearly connects appropriate assessments to instructional objectives.	X			
• Plans for a variety formative and summative assessments	X			
• Engages students in self-assessment and uses it effectively	X			

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)  
**Assessment is an area that takes a career to master. As a practicum student, Hannah has had limited opportunities to delve into the complexities of formative and summative assessment. That having been said, she is beginning to create learning targets for her lessons and incorporating more chances for students to self-assess. She also effectively uses Google Classroom to interact with student assignments and provide appropriate feedback and guidance. Hannah regularly provides anecdotal feedback and encouragement to her students, and keeps anecdotal notes that she updates in an online document each day to keep a running record of student reading progress, discussion contributions, behavioural notations, etc.**

## INSTRUCTION

*Requirements to Consider	Yes	In Progress	No
• Uses a variety of questioning techniques (higher-level thinking, open-ended)	X		
• Distributes questions and accepts answers evenly among all students		X	
• Uses appropriate vocabulary for age level	X		
• Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume)	X		
• Demonstrates correct usage of oral language	X		
• Demonstrates correct usage of written language	X		
• Listens attentively to students in order to check for understanding, re-teach if necessary and respond with appropriate feedback	X		
• Gives clear instructional criteria and directions (sequential, concise, step by step)	X		
• Includes an appropriate introductory "hook" and closure	X		
• Presents lessons which flow smoothly (appropriate transitions, gradual release of responsibility, clearly connects the learning standards, IOs, lesson activities and assessment)		X	
• Incorporates a balance of direct teaching and student active involvement in time allotted	X		
• Paces instruction appropriately	X		
• Delivers lessons confidently and effectively	X		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)  
**This has been an area of great growth for Hannah. She has become confident in her lesson delivery, instructions have become clearer and presented both orally and in written form to meet the needs of her students. Hannah has learned to chunk the lessons to provide balance between direct instruction and student activity time. This has led to greater student engagement. She has always done a great job of circulating to support, encourage and redirect students where necessary. Building in questioning and student response opportunities using the full scale of Bloom's Taxonomy has also been a significant area of growth for Hannah. Also, as Hannah recognizes, she has**

**become more willing to let students do the discovering of new information/material through their own efforts, and placing her direct instruction following student discovery opportunities rather than before.**

## CLASSROOM MANAGEMENT

*Requirements to Consider	Yes	In Progress	No
• Engages students in active and on-task learning	X		
• Is consistent, respectful and fair	X		
• Sets clear expectations and follows through appropriately	X		
• Establishes and maintains classroom routines and rules	X		
• Initiates and maintains student focus	X		
• Is consistent in supporting behavioural expectations	X		
• Encourages responsible student choices		X	
• Employs positive management techniques	X		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Hannah has demonstrated considerable growth in this area as well. Her tone has always been respectful and appropriate, but her routines have become more consistent to gain/maintain student attention. She has also demonstrated patience and a willingness to ensure she has full attention prior to proceeding, which sends a clear signal to her students and results in greater compliance. Hannah has developed a positive and caring rapport with her students. She is approachable and uses her humour effectively. Her expectations are clear and she follows up with individual students where necessary. Hannah is also learning the importance of recognizing student "shine" moments and acknowledging them.

## PROFESSIONAL QUALITIES

*Requirements to Consider	Yes	In Progress	No	Not Yet
• Willingly assumes classroom and other school related responsibilities	X			
• Arrives at school early. Stays after school until the next day is prepared	X			
• Is an enthusiastic teacher who shows a commitment to learning and teaching	X			
• Takes initiative; enthusiastically acquires knowledge	X			
• Is empathetic toward and respectful of others	X			
• Respects confidential nature of professional information and follows the BC Teachers' Code of Ethics and BC Standards for Professional Educators (BCCT)	X			
• Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority	X			
• Demonstrates reflective and self-evaluative skills	X			
• Seeks, accepts and acts on constructive feedback	X			
• Takes advantage of professional development opportunities	X			
• Displays a positive attitude and demonstrates professional qualities	X			
• Contributes to the culture of the school beyond the classroom	X			

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Hannah works extremely hard and is passionate about becoming the best educator she can be. She accepts and acts upon constructive feedback. She has built and maintained positive relationships with students, staff and parents alike. Hannah has immersed herself in the culture of the school and classroom, and goes above and beyond to contribute to the positive culture of the school beyond the classroom.

**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.**

Faculty Mentor's signature: \_\_\_\_\_

Teacher Mentor's signature(s): \_\_\_\_\_

Teacher Candidate's signature: \_\_\_\_\_

**CC: Teacher Candidate, Faculty Mentor, Teacher Mentor**