



## EDPR 4200 FINAL EVALUATION Bachelor of Education (Elementary) Program

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

Teacher  
 Candidate: Hannah Parker Date: March 10 2023  
 School: Kamloops Christian School Grade: 6  
 Teacher  
 Mentor: Val Silvester Faculty Mentor: Tom Dinsdale

**SCHOOL CONTEXT:** Kamloops Christian School is a K-12 independent, faith-based school located in Kamloops B.C. Hannah completed her practicum in a grade 6 classroom.

Preparation and Organization	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Displays knowledge of content</li> <li>• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum</li> <li>• Keeps a detailed daybook</li> <li>• Develops and completes clear unit plans and lesson plans</li> <li>• Is well prepared for the day</li> <li>• Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources</li> <li>• Connects subject matter to students' interests, prior learning, and new concepts</li> <li>• Prepares a logical sequence of subject matter for instruction</li> <li>• Connects assessment with unit and lesson plan learning standards</li> <li>• Uses a range of resources and learning materials</li> <li>• Uses variety of teaching strategies</li> <li>• Designs &amp; utilizes appropriate learning centres</li> <li>• Incorporates creative ideas in unit and lesson plans</li> <li>• Plans a variety of ways for students to represent their learning</li> <li>• Plans for differentiated instruction to meet students' varying abilities</li> </ul>	<p>Hannah displayed comprehensive knowledge of the B.C. Curriculum, and did an exemplary job preparing each unit/lesson. She utilized a wide variety of resources and was able to connect her lessons to student interest, building upon prior knowledge while introducing new concepts. Detailed day plans were kept and Hannah maintained an organized system of record-keeping that included assessment information, teaching resources, student activities and short/long term planning information. Hannah sought out support from colleagues in order to increase lesson relevance (e.g. seeking advice from the Indigenous Support Worker for a dance unit, collaborating with a colleague to plan a Middle School activity day). She presented lessons and activities in a logical sequence and employed a range of teaching strategies to support student learning and increase student engagement. Examples of the variety of instructional strategies employed include: videos, games, discussion groups, guest speakers, website resources, literature circles, experiments, small group work and individual assignments. Hannah incorporated UDL principles and differentiated instruction where required. Part of the planning process included providing a variety of ways for students to demonstrate their learning. Hannah also used information gained from her formative assessments to adapt/modify subsequent lessons to accommodate student needs.</p>

Classroom Management	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Engages students in active and on-task learning</li> <li>• Is consistent, respectful and fair</li> <li>• Sets clear expectations and follows through appropriately</li> <li>• Establishes and maintains classroom routines and rules</li> <li>• Initiates and maintains student focus</li> <li>• Is consistent in supporting behaviour expectation</li> <li>• Encourages responsible student choices</li> <li>• Uses positive management strategies</li> </ul>	<p>Hannah developed a strong positive rapport with her students. She developed clear and consistent routines to gain/maintain student attention and for student question/response sessions and lesson transitions and was a definite area of growth throughout her practicum. As Hannah's routines became more consistent, her confidence grew which led to the establishment of clear, fair and respectful expectations. Her engaging and positive demeanor was clearly evident and her commitment to providing encouraging feedback to her students demonstrated the empathy and interest Hannah has in creating a classroom focused on student success. She has a calm demeanor, and was able to maintain that demeanor when a student would be dysregulated. She circulated well during student activity times in order to support, encourage and redirect where necessary. Hannah established clear expectations for both behaviour and academic performance using learning targets and being consistent when addressing behavioural concerns. Hannah was able to maintain a productive, engaging classroom environment with logical and effective routines.</p>

Instruction	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of questioning techniques (higher-level thinking, open-ended)</li> <li>• Distributes questions and accepts answers evenly among all students</li> <li>• Uses appropriate vocabulary for age level</li> <li>• Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume)</li> <li>• Demonstrates correct usage of oral language</li> <li>• Demonstrates correct usage of written language</li> <li>• Listens attentively to students in order to check for understanding, re-teach if necessary</li> <li>• Gives clear instructional directions (sequential, concise, step by step)</li> <li>• Includes an engaging and appropriate lesson introduction and closure</li> <li>• Presents lessons which flow smoothly (appropriate transitions, clearly connects The learning standards, IO's, lesson activities and assessment)</li> <li>• Incorporates a balance of direct teaching and student active involvement</li> <li>• Paces instruction appropriately</li> <li>• Delivers lesson confidently and effectively</li> </ul>	<p>Hannah demonstrated consistent growth in the delivery of instruction throughout her practicum. Her incorporation of clear learning targets into lessons and assignments increased student success and understanding of expectations. She grew in confidence in her lesson delivery and became proficient in her questioning technique in order to garner student participation as well as use direct questioning to check for understanding. Hannah provided clear instructions, both verbally and in written form in order to meet the needs of all students. As the practicum progressed Hannah's lesson pacing improved as well, leaving appropriate time for meaningful lesson closure. Maximizing student engagement time was a strength of Hannah's. She "chunked" lessons appropriately and provided a wide variety of student activities to increase student engagement. Hannah demonstrated creativity in her lesson design and delivery and was able to "think on her feet" to adjust mid-lesson to meet student needs when required.</p>

Assessment	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Provides students with specific, constructive verbal and written feedback</li> <li>• 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</li> <li>• Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel</li> <li>• Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans)</li> <li>• Uses assessment and evaluation as an integral part of instruction</li> <li>• Engages students in self-assessment and uses it effectively</li> </ul>	<p>Hannah demonstrated great understanding of the importance of ongoing, effective assessment strategies. She used proficiency scales, self-assessments and checklists to help identify where students were at vis-à-vis meeting the learning targets, and was able to give regular and timely feedback to students, parents and her TM. Hannah also used exit tickets to check for understanding and used all of her assessment data to both monitor student progress and adjust instruction as required. Providing students with rubrics, as well as quick strategies to check for understanding (e.g. thumbs up/down), increased student success. Hannah was able to practice writing summative comments to be used in a formal report. Her understanding and commitment to using assessment as a guide to lesson design and revision will serve her well as she continues to grow as an educator.</p>

Professional Qualities	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Willingly assumes classroom and other school related responsibilities</li> <li>• Arrives at school early. Stays after school until the next day is prepared</li> <li>• Is an enthusiastic teacher who shows a commitment to learning and teaching</li> <li>• Takes initiative; enthusiastically acquires knowledge</li> <li>• Is empathetic toward and respectful of others</li> <li>• Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics</li> <li>• Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority</li> <li>• Demonstrates reflective and self-evaluative skills</li> <li>• Seeks, accepts and acts on constructive feedback</li> <li>• Takes advantage of professional development opportunities</li> <li>• Displays a positive attitude and demonstrates professional qualities</li> <li>• Contributes to the culture of the school beyond the classroom</li> </ul>	<p>Hannah exhibited exceptional professionalism throughout her practicum. She arrived at school very early and did not leave until the next day was thoroughly planned and prepared. Hannah embraced the opportunity to become involved in the greater school community and took part in staff meetings, professional development opportunities, Wednesday devotionals and connecting with other school staff to assist in her planning and gain valuable insights into her profession. Hannah is reflective and curious by nature and committed to becoming the best educator she can be. Her commitment to student success and caring, empathic nature creates positive relationships with students, staff and the wider school community alike. She accepts and acts upon constructive feedback in her desire to constantly grow in her craft.</p>

**SUMMARY COMMENTS**

Hannah was a mature, responsible, organized, engaging and caring teacher candidate. She brought a very strong work ethic to this practicum and grew exponentially over the course of the practicum. As her classroom routines became strong and consistent, she was able to relax and enjoy seeing her students become engaged in the lessons and activities she provided for them. Hannah easily developed a positive connection with all members of the school community. She was highly interactive with her students, and was in tune to their needs and strengths. Hannah will be a hard-working, committed and effective educator

as she embarks upon her career.

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: HP.

Teacher Mentor's signature(s): [Signature]

Faculty Mentor's signature(s): [Signature]

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