

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher
Candidate: Carly Sutherland Date: 7 March 2023
School: [REDACTED] Grade: 1 / 2
Teacher: [REDACTED]
Mentor: [REDACTED] Faculty Mentor: [REDACTED]

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

[REDACTED] This grade 1-2 class has 22 students.

Preparation and Organization	Comments
Suggested Areas for Comment: - 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	Ms. Sutherland has excellent organizational skills and preparation habits. Materials and resources were well prepared beforehand and her dayplan was detailed and ready for the week ahead. Her lessons integrated curriculum areas which enabled students to make meaningful connections. Ms. Sutherland used a variety of resources and avenues of learning in a very effective manner. She understands the complexities of differentiated instruction and worked hard to meet all her students' needs. Her lessons included a field trips and guest speakers. She made use of her knowledge of the class and individual students in preparing her lessons; she also considered assessment and management issues while planning. This type of strategic planning is unusual in a beginning teacher but Ms. Sutherland has demonstrated her ability to think strategically about the entire educational cycle, even for a relatively short-term situation such as this.

Classroom Management	Comments
Suggested Areas for Comment: - 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	Ms. Sutherland is a calm, kind and consistent leader in the classroom. She experimented with many management techniques, honing her skills and settling on those that were most effective for her. She took coaching in this area particularly well and adjusted her teaching persona readily. She set out clear routines and communicates expectations for students to follow. Ms. Sutherland provided a safe and positive learning environment. She was consistent in her management and followed through with consequences matching behavior appropriately. She has made deep personal connections with students and her lessons incorporated her knowledge from these relationships, bringing extra meaning to her teaching. Her management style was very proactive, incorporating fun, game-like elements into transitions and routines.

Instruction	Comments
Suggested Areas for Comment: - 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	Ms. Sutherland delivered her lessons confidently and effectively, providing examples and clear, step-by-step instructions to students. She learned how to have students understand those instructions and transition appropriately between lesson phases. While she followed her plans closely, Ms. Sutherland demonstrated her ability to pace lessons as needed, to adapt and modify if necessary. She used a variety of teaching strategies and checked for understanding before moving to the next phase of the lesson. Her lessons were engaging and flowed well, complete with introductory hooks, development, activities, and closure. She was always effusive in her praise of student efforts and responded with feedback and assurances. Although her calm and kind nature was always evident, she found her own unique way to be firm and authoritative, confident and strong. Her overall teaching persona demonstrates exceptional maturity and wisdom and students respond enthusiastically to her leadership. Ms. Sutherland's lessons offered multiple channels of instruction and inquiry, accommodating the variety of learners to deliver the content and meaning of her

	lessons effectively. She made sure to include fun elements in the design of her lessons. Ms. Sutherland made sure students understood instructions, having them repeat back and clarify the process before beginning to work independently. She has become a very effective presenter and organizer of student activity during this practicum.
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Assessment	Comments
Suggested Areas for Comment: - 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	Ms. Sutherland used a variety of assessment tools, including tests, checklists, anecdotal notes, rubrics and self-evaluations. Her feedback to students was specific, constructive and connected to learning outcomes. She used formative, on-the-spot assessments to inform her pacing and planning, and summative assessment to inform her well-structured records in preparation for reporting. Ms. Sutherland provided interim reports that made use of the proficiency scale in the subjects she taught and provided appropriate supporting comments.

Professional Qualities	Comments
Suggested Areas for Comment: - 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	Ms. Sutherland demonstrates a strong commitment to all aspects of her teaching practice. She has shown initiative, energy, and enthusiasm throughout the practicum. Her "firm and fair" management style was very effective and her growth in developing it was remarkable. Ms. Sutherland readily responds to feedback and communicates well with her mentors and colleagues. She displays a deep commitment to her students' well-being. Her caring, friendly nature in combination with her professional competence and skills will ensure her success. Ms. Sutherland put in extra time to develop relationships with staff and students, including her cohort of teacher candidates, to contribute to the school's culture with special events. She has earned the respect of everyone she worked with, goes beyond expectations without being asked, and takes full advantage of any opportunities to develop her practice.

SUMMARY COMMENTS

Ms. Sutherland's teaching practice has shown steady growth over the ten-week practicum. She has demonstrated improved planning, interpersonal and communication skills. Apart from all her hard work, she showed a natural aptitude from the beginning of the practicum for teaching. She has put in the extra time and effort it takes to know students individually and to benefit from the results. Her mentors and colleagues wish her all the best in her teaching 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: CS

Faculty Mentor's
signature(s): 

Teacher Mentor's
signature(s): 

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