

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Madison Irvine

Date: March 10, 2023

School:

Grade:

Faculty Mentor:

Teacher Mentor:

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

McGowan Park Elementary has about 430 students in 19 divisions and is in an urban area of Kamloops, BC. Madison's class consisted of 25 students. The class had a wide range of learning abilities, from emerging to extending in both Math and Language Arts, with 3 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>Madison demonstrated strong planning and preparation skills in the development of her unit and lesson plans. She set clear objectives, created engaging activities, and handed in her plans on time. Madison made good use of online tools to streamline her planning process, create a day planner, and to keep records.</p> <p>Madison 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. Madison also kept her classroom clean and tidy, which contributed to a positive learning environment for her students.</p> <p>Madison was always prepared and energized for the day's activities. She was able to develop good relationships with students early which helped in creating connections in lessons and concepts. Madison worked on learning a variety of assessment strategies throughout the practicum and tried to incorporate different and creative ideas in all subject areas.</p> |

| Classroom Management | Comments |
|--|---|
| Suggested Areas for Comment: <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>Madison continually worked to engage students in active and on-task learning. Her expectations were clearly laid out, and she was fair and effective in following through. Madison effectively maintained the existing routines and rules established by her TM.</p> <p>Using her positive relationships with students, Madison was able to make meaningful connections and encourage positive choices. She explored a variety of management techniques, and adapted new ones as older strategies became less effective.</p> |

| Instruction | Comments |
|---|---|
| Suggested Areas for Comment: <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>Madison did an excellent job at using multi-level questioning, employing a variety of open-ended questions to encourage higher-level thinking. She was able to connect with students and adjust her vocabulary according to student ability and understanding.</p> <p>Madison 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.</p> <p>Madison also showed excellent communication skills in delivering instruction. 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.</p> |

| Assessment | Comments |
|---|---|
| Suggested Areas for Comment: <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>Madison demonstrated significant improvement in her ability to develop and administer a variety of assessments to monitor student progress. She used formative assessments to provide ongoing feedback to students and to adjust instruction as needed. Summative assessments were employed to evaluate student learning at the end of a unit.</p> <p>Madison effectively used assessment data to guide instruction. She analyzed assessment results to identify areas where students needed additional support, and modified instruction and assessments to address those areas.</p> <p>Madison effectively communicated assessment results to students and their families. She provided clear and detailed feedback on student performance, and communicated areas where students excelled and areas where improvement was needed.</p> |

| Professional Qualities | Comments |
|---|---|
| Suggested Areas for Comment: <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>Madison demonstrated a high level of professionalism throughout her practicum. She was punctual and reliable, consistently arriving to school early. Madison also maintained a professional appearance and demeanour in the classroom, which contributed to a positive and respectful learning environment for her students.</p> <p>Madison demonstrated excellent collaboration skills. She worked effectively with her TM and with school staff, and communicated with students and their families as needed. She was open to feedback and willing to learn and improve her teaching practices. Madison made strong connections with the other teachers and administration in the building.</p> <p>Madison was a huge help in planning a multi-day ski trip to Harper Mountain, and also took on a support role in planning <i>Follow that Rabbit</i>, the school's Spring Play.</p> |

SUMMARY COMMENTS

Madison's commitment to teaching, her kind-hearted nature and ability to connect with students will make her an asset to the teaching profession. She was able to build positive relationships with the kids in her class, and she creatively used a variety of activities to achieve her goals and outcomes. Madison is a team player and has the ability to adapt when needed, both of which are essential in the teaching profession. We are confident that she will be successful in her future teaching career. We have truly enjoyed our time with Madison over the past ten weeks and look forward to working with her as a colleague in the near future.

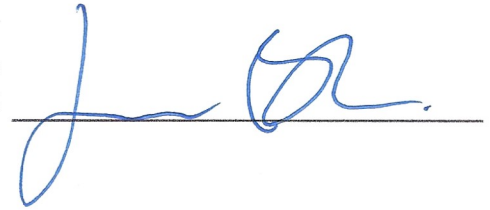
| TEACHER CANDIDATE'S standing at the end of EDPR 4200 | Complete | Supplemental | Incomplete |
|---|----------|--------------|------------|
| | ✓ | | |

* 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:



Teacher Mentor's
signature(s):



Faculty Mentor's
signature(s):



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