

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Erin Slizak

Date: March 10th, 2023

School: École Élémentaire South Sahali Elementary School

Grade: K, French Immersion

Faculty Mentor: Nancy Palson

Teacher Mentor: Jayme Cloet

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

South Sahali School is an elementary school located 5 minutes away from the core downtown of Kamloops. It holds 362 students and the current Kindergarten classroom has 20 students. There is one student with an IEP and one student who has a service plan.

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>Erin knows her content matter and her lessons are prepared in accordance with the BC Curriculum.</p> <p>Erin creates clear unit and lesson plans.</p> <p>She keeps a detailed daybook.</p> <p>Erin makes connections between content as well as student interests.</p> <p>Especially when it comes to writing, she has inspired students to write by talking with them about liked activities or characters.</p> <p>Erin has used a variety of learning materials like her TMs resources, online resources, and content from her courses at TRU. She shows growth by varying her teaching strategies by incorporating more hands-on activities.</p> <p>She knows how to vary her ways to deliver a lesson.</p> <p>She has used stories to read, slide shows, and videos to teach content, as well as a mixture of directed teaching in front of the class and in small group settings.</p> <p>Erin has created some learning centres and has used ones that were developed by her TM.</p> <p>Erin's ability to change expectations and lessons for each student have grown immensely.</p> <p>She is able to give students options on how to show their learning.</p> <p>She has shown progress with preparing for her lessons in a timely manner.</p> <p>She has found her rhythm and is consistently prepared for the day.</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 expectations Encourages responsible student choices Uses positive management strategies 	<p>Erin has built a positive rapport with her students; they respond well to her, and she is well respected.</p> <p>She is consistent, respectful, and fair to all students.</p> <p>Erin encourages responsible student choices.</p> <p>She reinforces positive behaviour in students.</p> <p>She uses her tone of voice efficiently to engage learners: she makes jokes, shows enthusiasm, etc.</p> <p>Erin has acquired multiple attention getting strategies such as singing, using the lights, clapping, and call-backs.</p> <p>She has developed her own classroom routines by taking examples from her TM, FM, and other teachers she has observed.</p> <p>Erin is working at being consistent with her expectations/management strategies and regulating her volume when members of the class are misbehaving.</p> <p>She is starting to simplify her instructions so that her students can follow what is expected of her.</p> <p>Erin is definitely more confident and has started to use strategies that work for her.</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>Erin has built a wonderful rapport with her students and is super engaging.</p> <p>Her lessons are well thought out and it is clear that Erin has put a lot of thought into meeting the curricular outcomes in a creative way for her students.</p> <p>Erin uses a French spell checker to plan her lessons and units.</p> <p>Erin is becoming more confident in her delivery of lessons.</p> <p>She is reflecting more and is beginning to see when and why the lesson may not work according to her initial plan.</p> <p>Erin planned for a field trip, to the Fire Hall, from beginning to ending. But unfortunately this outing was cancelled because of the weather.</p> <p>Erin has learned that in a K class it is important to:</p> <ul style="list-style-type: none"> incorporate more play time than direct teaching offer visual support and a model to follow include movement breaks practice saying the French vocabulary needed for a specific lesson <p>Erin is showing growth in:</p> <ul style="list-style-type: none"> widening her questioning techniques speaking French breaking down instructions step-by-step

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>Erin circulates the room effectively and checks in with every student.</p> <p>When working one-on-one with students, she meets them at their level and is capable of helping them to understand concepts.</p> <p>Erin has shown improvement with using various methods to assess her students and documenting her observations through anecdotal notes.</p> <p>Erin has learned to rate students using a proficiency scale. She has evaluated the children's financial literacy skills with a school-wide assessment.</p> <p>Erin has written Interim Reports for each student which she handed out on the last day of her practicum.</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>Erin is extremely professional both in her classroom and with her peers and jumps at helping when needed.</p> <p>She assumed all roles as a classroom teacher and was enthusiastic about it.</p> <p>Erin has been extremely helpful in the classroom.</p> <p>She arrives at school a half hour ahead of the bell and often stays after school to ensure that she is prepared for the next two days.</p> <p>Erin has been involved in three IEP meetings and was also able to contribute some information and her point of view.</p> <p>She had the opportunity to talk to parents during the morning drop off and after school pick up times.</p> <p>Erin also had conversations with guardians and her TM regarding student behaviour.</p> <p>Erin also has written letters home to guardians.</p> <p>Erin participated in the school's Professional Day on February 3rd on indigenizing teaching material and personalising land acknowledgements.</p> <p>She also signed up for two after school workshops. One on numeracy and the other on assessment.</p> <p>Erin has attended all staff meetings.</p> <p>Erin has observed in many classrooms and has formed relationships with members of the staff. She has been friendly with everyone.</p> <p>She has maintained strong connections and collaborated with her fellow TCs at the school.</p> <p>Erin is becoming more open to constructive feedback from both her FM and TM and has been requesting assistance with her ideas.</p>

SUMMARY COMMENTS

Erin has shown enormous progress these last weeks with managing her classroom. She is confident, enthusiastic, and loves learning. Children love and respect her, and she will be greatly missed! Because of all of her strengths and qualities, we know that she is ready to take on her own classroom! It was a pleasure working with you, Erin! We wish you all the best and are looking forward to seeing you in the near future! We honour your strength and courage in wanting to complete your practicum in French. Your French skills have improved so much! We do encourage you to continue developing your French language skills as they require more practice for French Immersion.

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:



Teacher Mentor's
signature(s):



Faculty Mentor's
signature(s):



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