

EDPR 4200 FINAL EVALUATION
Bachelor of Education (Elementary) Program

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

Teacher Candidate: Katherine Ellis

Date: March 2023

School [REDACTED]

Grade [REDACTED]

Faculty Mentor: Tara Bond

Teacher Mentor [REDACTED]

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

[REDACTED] is located in a high SES neighbourhood in Kamloops, BC. There are approximately 450 students in grades K-7. The classroom is [REDACTED] classroom with 20 students. There is one student on a formal Individual Education Plan (IEP) in the classroom.

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>Katherine demonstrated knowledge of BC curriculum content and prepared lessons and units with curricular based goals in mind. The unit plans provided a clear view of the goals she had for the learning/unit. The units were prepared in a logical sequence and use a variety of teaching strategies, such as guided practice and individual learning, to engage students. Katherine used a variety of materials to engage students in her lessons – picture books, hands on materials, videos, document camera. Katie provided multiple ways for students to share their learning during the different lessons. Katherine regularly reviews prior learning and connects the lessons together by building new information on top of these prior concepts.</p> <p>Katherine developed detailed unit plans and lessons plans for each subject, kept a day/weekly plan visible for reference and was well prepared, multiple days in advance. Her assessment binder was organized clearly by subject with a checklist and notes to reflect products, conversations, and observations. Assessments were strongly linked to the lesson's learning standards. Assessments are goal oriented and opened ended to allow students to demonstrate and represent their learning in ways that are accessible to them. For example, a student with fine motor difficulties can verbally explain their subtraction reasoning if their written output is unclear.</p> <p>Katherine created units in science/social studies and mathematics that included thematic centre activities to solidify and extend learning as the lesson concludes. In a</p>

	<p>dinosaur unit and an insect unit students enjoyed creating their own habitats for animals and describing the story they had created around the lesson's focus. Students also had a choice of different dinosaur style puzzles (3D, 2D), dinosaur games, books, and activity sheets. In the Insect unit students are enjoying the Insect bookmarks, as well as insect puzzles, books, pattern block challenges and symmetry activity sheets.</p> <p>Katerine created structured centres for students for the 100th day of school that were highly engaging and helped with their number sense of 100. Students also enjoyed open ended centre style activities with their subtraction unit including a subtraction ladder that required rolling a foam die and hopping down from 20 to 0 to win. Students enjoyed the subtraction ladder as well as subtraction style bowling with their peers as these were partner/trio style activities. Other subtraction games and activities included tower race, popper board races, reverse war card games to help students practice their subtraction skills and strategies.</p> <p>Katerine participated in a "TTOC" day at the school. She left a very detailed day plan for the "TTOC" coming into the room that included a very detailed plan for the day and important student information. Katerine has thoroughly demonstrated a high level of preparation and organization and showcased her understanding of the BC curriculum, the needs of her students, and the best practices for teaching each subject matter.</p>
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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 expectation Encourages responsible student choices Uses positive management strategies 	<p>Katerine established her own classroom/lesson expectations and followed the classroom expectations that were already set. Katie sets clear expectations for the day and for each lesson that she does and consistently keeps the students engaged in on-task learning.</p> <p>Katerine is respectful and fair with students, followed through on consequences for unexpected behaviours, and uses consistent strategies to initiate and maintain student focus throughout the day. Katie consistently used positive behaviour reinforcement in the classroom. Katerine was flexible in understanding that different students had different needs when applying expectations in the classroom. Students were expected to be respectful, but she made space for different learning and social emotional needs.</p> <p>Katerine encourages students to make positive choices while holding them for accountability for their choices. Katerine uses a variety of positive management strategies to manage behaviour in the classroom. Her consistent praise for wanted behaviour has encouraged students to refocus on class expectations and helped build confidence and self-esteem. Katerine used visual aids to reinforce expectations. Katerine has created a safe, positive, and productive learning environment for her students in Kindergarten.</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, I/O's, lesson activities and assessment) • Incorporates a balance of direct teaching and student active involvement • Paces instruction appropriately • Delivers lesson confidently and effectively 	<p>Katerine has developed her questioning techniques, especially in the area of mathematics. Katerine is mindful to accept answers evenly among the students. Katerine speaks to the students and reads stories enthusiastically and with effective tone, pacing and volume. Katerine demonstrates correct use of oral and written language and gives clear instructions to the students.</p> <p>Katerine has been practicing listening to students reexplain concepts to ensure they have grasped them correctly and will re-teach concepts as needed. Katerine's lessons flow smoothly and include engaging introductions and conclusions. There is a balance of direct teaching and students directed learning activities. She was willing to accept feedback and try different questions/ways of having students share their learning. Katerine was very positive and kind with the students. She used a firm voice in the classroom, but it was always in a kind and supportive way. Katerine checked for understanding multiple times and in different ways throughout her lessons. She moved smoothly through her lesson and had engaging activities for students to do when they were finished that were connected to the unit they were doing.</p> <p>Katerine used a variety of instructional strategies and questioning techniques, essential to creating rich and engaging learning experiences for her students. She effectively used hands-on learning, allowing students to explore and manipulate materials, develop fine motor skills, creativity, and problem-solving abilities. Katerine used technology as an effective instructional strategy for specific subjects, to showcase and guide students through instruction and create a dynamic and engaging learning experience for all students.</p>

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 	<p>Katerine provided timely and specific feedback to students with regards to academics and behaviour. Katerine uses products, conversations, and observations to assess student learning in developmentally appropriate ways. Observations and anecdotal notes are especially key in Kindergarten when the students are so limited in their written language skills. Katerine circulated the room well and made sure students were on task and helped when needed. Katie framed all feedback in a positive and respectful way to help students continue to progress in their learning.</p> <p>Katerine is in tune with student's progress and is readily able to share information about a student's learning journey. Katerine recognizes the importance of assessment and its relationship with effective teaching and learning. She engaged in open communication with her Teacher Mentor regarding assessment and how she could approach assessment strategies in older grades as well. Assessment and evaluation guide Katerine's teaching practice and instruction. Katerine engages students in self-assessment as</p>

<ul style="list-style-type: none"> Engages students in self-assessment and uses it effectively 	<p>is developmentally appropriate. Katherine used a variety of assessment strategies to evaluate students' learning and adjust her instruction, including: formative assessment strategies (teacher observation, questioning, exit tickets), portfolio assessments (drawings, writing samples, student work samples), and informal assessments (daily interactions, anecdotal notes, observations during centres).</p> <p>Katherine completed written reports in the form of a Grow/Glow to send home to each student's family that included insightful comments about student's current strengths and areas of development for the future.</p>
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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>Katherine arrives early each day and stays until the classroom is set for the next day. Katherine willingly assumes classroom and other school related activities such as weekly recess supervision. Katherine took time at lunch to help supervise the classroom and help students get ready to go outside. Katherine is committed to lifelong learning and seeks out professional development and attended the mathematics workshop about the Making Space program at Henry Grube. Katherine welcomed Bernice Jenson, Kamloops Aboriginal Friendship Society, into the classroom. Students participated in engaging activities making rattles and button blankets.</p> <p>Katherine engages with others in the school community in a professional and respectful manner. Katherine actively participated in the Introduction to Kindergarten initial interviews, "Welcome to Kindergarten" prior to school beginning in September. Katherine regularly interacts with the families of her students in the morning and afternoon when letting students in/out for the day. Katherine can explain concepts clearly and listen actively to parents' needs and concerns. Katherine shows respect for the students and their families by respecting the confidential nature of the profession. Katherine contributes to the school culture beyond the classroom by engaging with students, teachers, and other staff at the school before and after school, as well as during recess supervision.</p> <p>Katherine demonstrates reflective skills about her performance as a teacher and integrates these reflective concepts into her lessons and planning. Katherine actively seeks out and acts on constructive feedback from a variety of school personnel. Katherine initiated an observation by the school principal to continue learning and receiving constructive feedback. Katherine demonstrates an energetic and positive attitude and has consistently shown the professional qualities expected of a teacher.</p>

SUMMARY COMMENTS

"Katie was an enthusiastic Teacher Candidate. She created a fun and positive environment in the classroom and made strong connections with the students. She set clear expectations for the classroom and followed through on the behavior standards she set. She planned thorough unit and lesson plans that allowed all students to grow in their learning. She valued the differences of the students within the classroom and incorporated different strategies into her teaching and classroom management to help them be successful. Katie willingly sought and welcomed any feedback given and engaged in thoughtful conversations around it. Katie completed a TTOC day in a Grade 6/7 classroom. She left a clear and detailed day plan for the TTOC coming into her classroom. In the classroom she was in she established expectations for the day, followed the day plan that was left and left notes for the teacher at the end of the day. Katie has taken the initiative to go into other classrooms during her time at Juniper Ridge and will be doing a TTOC day in several other classrooms (Grade 2 and Grade 4). Katie would be a welcome addition to any staff and classroom and will be missed at Juniper Ridge. [REDACTED]

Katerine has exemplified professionalism through her practicum. She is very passionate about developing her skills as an educator and genuinely believes that learning is a lifelong journey. Katerine demonstrates her passion for teaching through her genuine desire to make a positive impact on her students' lives. Katerine's strong work ethic was portrayed through the preparation of effective lessons, assessment techniques, and support provided to students on transitions and outside of class. Katerine is flexible, adaptable, and is always enthusiastically up for a challenge. Katerine's passion for teaching and her desire to make a difference are what make her an excellent teacher within the education profession. Her students will benefit from her dedication, enthusiasm, compassion, and desire to continuously learn. Katerine - it has been my pleasure to be your Faculty Mentor for EDPR4200. You exude professionalism and have showcased significant potential for meaningful impact and growth in this field.

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:

K. Ellis

Teacher Mentor's
signature(s):

A. Mulholland

Faculty Mentor's
signature(s):

Tara Bond

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