

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher
Candidate: Jessica Merrikin Date: March 10, 2023

School: Marion Schilling Elementary Grade: Four

Teacher
Mentor: Brian Dell Faculty Mentor: Jack Miller

SCHOOL CONTEXT: (e.g., school and classroom size, school location)
SD 73 Kamloops North Thompson; approximately 280 students; classroom size – 22 students

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>Jessica comes to school prepared and ready to teach lessons each day. She has an organized daily and weekly plan and has demonstrated the ability to prepare detailed lesson plans and unit plans.</p> <p>She uses a variety of ways to teach her lessons which includes direct teaching, small group work, whole class discussions, manipulatives, and small projects. She keeps her students active during lessons and is able to generate excitement from them to complete activities. A strength of Jessica's is her ability to include Indigenous aspects in many of her lessons and be inclusive with the diverse classroom she is teaching in.</p> <p>Jessica uses a range of resources and learning materials, teaching strategies and designs as well incorporating creative ideas in unit and lesson plans. She also uses differentiated instruction to meet students' varying abilities.</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 expectation Encourages responsible student choices Uses positive management strategies 	<p>Jessica has used a variety of classroom management strategies effectively. Some of the techniques include positive reinforcement, verbal cues, circulation around the classroom, supporting students in a kind way so they feel successful and showing empathy and patience with students who might not be having their best day.</p> <p>She has maintained the classroom routines of her Teacher Mentor as well as establishing some additional routines of her own – both to good effect. She has been very successful at maintaining student focus during all of the classes she has instructed.</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>Jessica creates a positive and inclusive learning environment, uses her voice effectively, gives clear instructions, and is able to find good flow to her lessons.</p> <p>Jessica changes her lessons to add variety and follows UDL style so all students have an entry point into her assignments. She moves effectively through the classroom to check on progress and uses one-on-one or small groups to help her students find success. Another strength that Jessica has is her ability to have whole group discussions with students. As these discussions develop, she is able to pull valuable information from the students and lead them to a place of higher learning.</p> <p>Jessica also engages the students in their learning, incorporates a balance of direct teaching and student involvement and as a result is able to get participation from some of the more reluctant students.</p> <p>She has natural artistic talent that is used in cross curricular lessons such as her lesson about the ear (used playdough, straws, and construction paper) and that she uses her artistic ability to make her lessons more interesting or aesthetically pleasing. Her weaving and other art lessons create a calming (almost soothing) environment for the students. She is able to bring out their artistic talent by using her own talents.</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 Engages students in self-assessment and uses it effectively 	<p>Jessica has been keeping notes on student progress and as a result has been able to provide them with specific, constructive verbal and written feedback. She has been proficient at providing her students with timely feedback on class work and assignments.</p> <p>Jessica has used assessment and evaluation as an integral part of her instruction and has been very proficient at matching her Instructional Objectives with the strategies she used for assessment of student work.</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>Jessica has a number of professional qualities including, but not limited to, being able to accept feedback from her Mentors and using it in subsequent lessons; developing strong rapport with her students and with school staff members; volunteering to coach one of the school basketball teams; bringing Indigenous content into her teaching; bringing positive, calming energy to the classroom; taking risks to try new strategies; being empathetic and respectful to staff and students; and being an active participant at school staff meetings.</p> <p>She has also demonstrated positive reflective and self-evaluative skills and has taken advantage of professional development opportunities. She has also contributed to the culture of the school beyond the classroom.</p>

SUMMARY COMMENTS


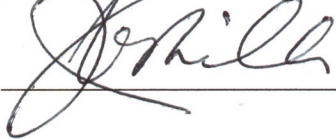
Teacher Mentor: Jessica has performed at a high level during this practicum. She has shown professionalism, the ability to incorporate technology in the classroom and includes Indigenous culture whenever it is appropriate. With a diverse class, she was able to create an inclusive environment for all students. She also developed a nice flow to her lessons and was very open to feedback from her Mentors. She has a bright future ahead of her in this profession.

Faculty Mentor: Jessica has matured significantly as a teacher during this practicum. She is creative, critically reflective and actively encourages higher level thinking in her students. She is ready to have a classroom of her own.

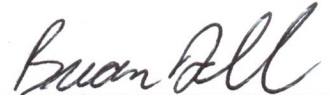
TEACHER CANDIDATE'S standing at the end of EDPR 4200	Complete	Supplemental	Incomplete
	X		

* 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