

EDPR 4200 FINAL EVALUATION
Bachelor of Education (Elementary) Program

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

Teacher Candidate: Jenna Churchill Date: March 3, 2023
 School: [REDACTED] Grade: [REDACTED]
 Teacher Mentor: [REDACTED] Faculty Mentor: [REDACTED]

SCHOOL CONTEXT: (e.g., school and classroom size, school location)
 [REDACTED]
 [REDACTED] Ms. Churchill was in a [REDACTED] class of 22 students with 5 IEPs. (autism, learning disabilities, behaviour)

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>Ms. Churchill demonstrated strong organization and planning in her units and lessons with fun and engaging activities that were age appropriate and met the needs of all learners. She developed a backup plan for early finishers. A clear and organized day book was established and used as well as a well-organized binder by subject of all worksheets, notes and examples. An assessment binder with examples of student work and assessment using the proficiency scales was established and maintained . Ms. Churchill sought out and used a variety of resources and learning materials connecting learning to specific learning targets.</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>Ms. Churchill worked hard throughout the practicum to build and hone a variety of classroom management strategies to manage challenging behaviors. She set clear expectations for behavior as well as establishing positive classroom routines and consistently followed through in a firm, respectful manner. Ongoing and consistent monitoring was evident that ensured misbehaviors were corrected early before they became a bigger issue. She demonstrated good wait time to have all students focused and listening. Ms. Churchill displayed a wonderful way with the students that built their confidence and encouraged them to do their best on all tasks.</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>Ms. Churchill's lessons were engaging ensuring active participation by all students. A variety of questioning techniques were used to promote student thinking as well as calling on different students so all students had the opportunity to share in discussions. Students had many opportunities to express their thoughts and ideas through open ended conversation, pair and share and class discussions. Lessons were paced well and pacing was adjusted in response to students understanding. A variety of strategies to check for understanding throughout lessons were used. Clear step by step instructions were set out and modelled. A strong teacher presence and voice was developed.</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>Ms. Churchill used a variety of assessment strategies for, of and as learning. She kept an on-going collection of student work to record progress. Valuable experience was gained in completing running record reading assessments. Ms. Churchill contributed to report card comments and overview statements as well as participating in creating IEPs for category students. She used performance standards for writing assessment and encouraged student self-assessment and partner assessment.</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>Ms. Churchill demonstrated a strong commitment to teaching and learning quickly becoming a team player within the staff due to her positive, cheerful and friendly persona. She displayed a high degree of professionalism, respect, empathy and caring. Her love of teaching and learning shone through. Ms. Churchill was highly reflective and sought out and incorporated mentor feedback into future lessons and is continually looking for ways to hone her teaching skills. Consistently she arrived early at school and stayed after school to ensure she was well prepared for the next day. She participated in professional development opportunities at the school as well as in a half day seminar with the faculty mentor. By participating in the planning and executing of multiple field trips she gained valuable insights into the process and procedures that they entail.</p>

SUMMARY COMMENTS

Ms. Churchill is a very capable teacher candidate. She demonstrated a passion for teaching and learning with creative ideas and a desire to share these with students and inspire them to be successful learners. She connected well with this age group which has hugely varied social, emotional and academic abilities and needs. Ms. Churchill has a great deal to contribute to the teaching profession and will be a success as an educator. All the best in your future endeavors.

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:

Ms. Churchill

Teacher Mentor's signature(s):

[Signature]

Faculty Mentor's signature(s):

Carol McAndrew

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