



EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Savannah Stewart Date: March 10, 2023
 School: Dallas Elementary Grade: K
 Teacher Mentor: Kaleigh MacInnis Faculty Mentor: Jack Miller

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

School size approximately 460 students ; class size 17 students; urban school (Kamloops) SD 73

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>Savannah was always well prepared for each day of teaching, kept an organized system of record keeping, made short- and long-term plans, and effectively used a variety of teaching resources. Her lessons were typically well prepared in a logical sequence and she always made appropriate connections between learning outcomes and assessment.</p> <p>Savannah has demonstrated an extensive knowledge of the curriculum content for Kindergarten and always prepared appropriate content for her students based on their specific needs. She was very conscientious about preparing her unit plans and prepared and delivered her lesson plans effectively, connecting subject matter to student interests. She used a variety of resources and learning materials in order to keep the members of the class engaged, and planned for a variety of ways for her students to represent their learning.</p> <p>Savannah would regularly prepare and get organized for the afternoon during her lunch break. She made exceptionally good use of her time but her Teacher Mentor also stressed the importance of taking much needed breaks for herself as a beginning teacher.</p> <p>Before she left the school each day, she quickly organized the classroom and never left without asking if she could do something for her Teacher Mentor.</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>Savannah's classroom management skills improved throughout the practicum and she relied on a variety of tools that helped her enable her students to succeed.</p> <p>Throughout the practicum Savannah was consistent, fair, and respectful of her students and always engaged them in active and on-task learning. She followed the lead of her Teacher Mentor in maintaining classroom routines and rules and as the practicum progressed and she became more confident, she established some of her own guidelines.</p> <p>Using positive classroom management strategies, Savannah was able to maintain student focus on their tasks and she consistently supported behavioural expectations. She was very encouraging of her students to try their best and put forth a good effort.</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>Savannah's lesson plans were well done, clear, concise and at the appropriate grade level. She used a variety of questioning strategies which prompted higher-level thinking among her students. She delivered her lessons effectively and was calm and collected while teaching. She distributed questions equally among all students and was very good at one-to-one helping when they were engaged in their work.</p> <p>Savannah made good use of her voice, which was very effective during reading sessions and in gaining and maintaining student attention, effectively lowering her voice from time to time to do so. She demonstrated an appropriate level of both oral and written language and listened carefully to student responses in order to check for understanding.</p> <p>She made appropriate transitions between lessons and made clear connections between learning standards, instructional objectives, lesson activities and assessment. She worked hard to create good "hooks" and effective closings for her lessons. This will be a focus in her teaching going forward.</p>

Assessment	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Provides students with <i>specific, constructive</i> 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>Savannah was very good at providing verbal feedback to her students which was specific, positive and constructive. Once she was teaching at 80% or better, she was able to regularly share students' progress with both her Teacher Mentor and Faculty Mentor. She used a variety of assessment methods appropriate for Kindergarten, such as checklists, anecdotal notes, observations, and running records.</p> <p>Savannah regularly used assessment and evaluation as an integral part of her instruction and was always certain to ensure that Instructional Objectives and Assessment Strategies were properly aligned.</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 <i>reflective and self-evaluative skills</i> • 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>Savannah conducted herself in a very appropriate and professional manner. She is an enthusiastic teacher who is committed to learning and growing as an individual. She takes the initiative in assuming full responsibility for her students and her teaching and is empathetic and respectful of others.</p> <p>She has established appropriate relationships with both staff and other teachers in the school. She is a quick learner, accepts and reacts positively to constructive feedback for her Teacher Mentor and Faculty Mentor and has taken advantage of professional development activities, and attended staff meetings.</p> <p>She has at all times displayed a positive attitude and demonstrated professional qualities and built an open, collegial, and professional relationship with her Teacher Mentor. Relationships were also made with many parents, in that she met them at the door each day and regularly communicated with them via the student agendas.</p>

SUMMARY COMMENTS

Teacher Mentor: Savannah has successfully completed her practicum. She was a delight to work with and the students enjoyed having her as their teacher. Savannah demonstrated kind, caring and respectful interactions with the class, especially with an autistic student. In my mind, effective relationships are so very important and everything else will more easily fall into place. My class will miss Ms. Stewart in the classroom for the rest of the year.

Faculty Mentor: Savannah has completed an excellent practicum and has matured significantly as a teacher during the past 10 weeks. She is ready to have her own classroom and would be a valuable addition to any school or in any educational setting. I would not hesitate to hire her if I was in a position to do so.

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:

SS

Teacher Mentor's signature(s):

K MacInnis

Faculty Mentor's signature(s):

J Miller

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