



EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

Education
& Social Work

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

Teacher

Candidate: Lauren Davis

Date: 6 March 2023

School: Beattie Elementary

Grade: 7

Teacher

Mentor: Sheri Simpson

Faculty Mentor: Dan Laidlaw

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

Beattie Elementary is a medium-sized elementary school located in an older neighbourhood. The classroom has 28 students.

Preparation and Organization	Comments
Suggested Areas for Comment: • 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	Ms. Davis exhibits a strong understanding of the BC Curriculum, with superb knowledge of content. She has connected units and lessons to the big ideas and curriculum content in engaging ways. She is well-prepared for every day and her planning reflects her knowledge of students' interests and ability. Ms. Davis has excellent technological skills and incorporates modern pedagogy. Her planning goes beyond the lesson level to strategically incorporate management considerations, unit goals, and assessment as part of the lesson design. She is adept at using a variety of methods of instructing and assessing, making her practice effective for all students. It should be noted that her class includes ELL learners as well as those on IEPs and that Ms. Davis's practice was effective with them. There was ample evidence of forethought and growth in Ms. Davis's practicum and she deserves commendation for the way her practice has matured over such a short time.

Classroom Management	Comments
Suggested Areas for Comment: - 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	Ms. Davis quickly and confidently established a very workable set of routines and a warm, happy classroom culture. She is confident and consistent and follows through on behavioral expectations. She observed her students carefully and developed management strategies that meet the class needs and be sustainable in long-term practice. Ms. Davis used much praise and positive reinforcement to guide all students towards cooperative learning. She is a naturally empathetic and charismatic leader. Her obvious caring and warmth towards her students, the ability to build individual relationships with them was particularly impressive.

Instruction	Comments
Suggested Areas for Comment: - 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	Lessons in Ms. Davis's class were delivered confidently and with well-planned elements. Students always seemed to enjoy her lessons and consistently were engaged and on-task. Again, this speaks to the care Ms. Davis takes in the planning process, and her knowledge of what her students like and need. She takes care to get all students involved to the level they can in the learning, and to adjust lesson requirements to meet individual needs. Ms. Davis used the board quite effectively, but also was able to spread the learning activity away from the front of the room. She takes care to check in with each student multiple times each day to help them overcome any obstacles. She adjusts timing and pacing of lessons effectively to compensate for the unexpected aspects of school life, and the needs of the class.

Assessment	Comments
Suggested Areas for Comment: - 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	Ms. Davis's assessment repertoire employs a variety of tools and records. These include check mark completion lists, anecdotal comments, summative test scores, student self-evaluations, rubrics, comments and more. Her ability to plan strategically gives her a considerable advantage when integrating assessment into instruction, and there is a strong sense that Ms. Davis is executing an integrated, mature plan in each subject, to the degree possible while on practicum. Her formative assessment efforts allow her to see which students might need further attention, or reteaching activities. Ms. Davis participated in the creation of Interim Report Cards for her students, including comments as well as the proficiency checklist. Ms. Davis has also been in discussion with the L.A.R.T teacher to gain an understanding of the support of IEP students.

Professional Qualities	Comments
Suggested Areas for Comment: - 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	After lessons Ms. Davis engaged in discussion with mentors. She is very coachable, eagerly seeking input and unafraid to ask questions and change tactics. She shows initiative and respectfully tries out her own ideas when appropriate, again with the strategic goal of improving practice. Her willingness to evolve and develop is very evident. Ms. Davis volunteered during the basketball season, keeping score and helping out with setup in the gym, as well as cleanup afterwards. She attended all staff meetings during the practicum and attended district and school Pro-D events. Her attention to the needs of colleagues as well as those of her students is evident. In all aspects of her practice, Ms. Davis has displayed impeccable professionalism, and has earned the respect of her colleagues and mentors.

SUMMARY COMMENTS

In every way this has been a very successful practicum, with all parties benefitting from Ms. Davis's hard work and skills. She is an amazing teacher who will continue to grow and become an expert and a leader in the profession.

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:

Laura Davis

Teacher Mentor's
signature(s):

Simpson

Faculty Mentor's
signature(s):

D. K. Allen

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