

## EDPR 4200 FINAL EVALUATION

### Bachelor of Education (Elementary) Program

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

Teacher Candidate: Mikaila Kerr

Date: February 28th, 2023

School: [REDACTED]



Grade: 6/7

Faculty Mentor: [REDACTED]

Teacher Mentor: [REDACTED]

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

[REDACTED] There are approximately 420 students in grades K-7. The classroom is a Grade 6/7 split classroom with 28 students. There are three students on formal Individual Education Plans (IEPs) in the classroom (G – Autism Spectrum Disorder, R – Behaviour, Q – Learning Disability).

Preparation and Organization	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Displays knowledge of content</li> <li>Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum</li> <li>Keeps a detailed daybook</li> <li>Develops and completes clear unit plans and lesson plans</li> <li>Is well prepared for the day</li> <li>Keeps an organized system of record keeping, including assessment information, student activities, short- and long-term planning, and teaching resources</li> <li>Connects subject matter to students' interests, prior learning, and new concepts</li> <li>Prepares a logical sequence of subject matter for instruction</li> <li>Connects assessment with unit and lesson plan learning standards</li> <li>Uses a range of resources and learning materials</li> <li>Uses variety of teaching strategies</li> <li>Designs &amp; utilizes appropriate learning centres</li> <li>Incorporates creative ideas in unit and lesson plans</li> <li>Plans a variety of ways for students to represent their learning</li> <li>Plans for differentiated instruction to meet students' varying abilities</li> </ul>	<p>Mikaila has a strong understanding of all the content that is being taught to the class. Mikaila's content is grade-appropriate, and it follows alongside the big ideas and objectives of the BC Curriculum. Mikaila has clear unit and lesson plans that are detail-oriented and easy to follow. Mikaila has an organized and detailed daybook that is easy to follow. Mikaila has gotten into the routine of having her week planned out the week prior to teaching it and having her printouts photocopied and ready to go the day before the lesson is being taught.</p> <p>Mikaila has an assessment binder to keep track of the progression of the students. Mikaila does frequent check-ins with the students who need extra help/support with specific subjects.</p> <p>Mikaila's delivery of her lessons was in a logical order so that it would maximize and benefit the students learning. Mikala began to use differentiated instruction when meeting the needs of all the students' varying abilities. Mikaila has used numerous materials in her lessons to make learning fun and engaging. When working on the twisted fairy tale unit, students were able to connect their interests to their writing when making their classroom twisted fairy tale book. Mikaila used Math Up to plan her math lessons and has used place value blocks when learning about area and perimeter. Mikaila used geometric shapes when learning about locations and transformations. Mikaila also brought some toys to class as an educational tool when teaching about the importance of</p>

	storytelling, especially in Indigenous communities. Mikaila also talked about the importance of circles when teaching about the importance of oral storytelling. Mikaila also brought in materials when teaching about Newtons Laws. Mikaila used string, balloons, straws, and tape to make controlled rocket ships in class when learning about the third law.
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Classroom Management	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Engages students in active and on-task learning</li> <li>Is consistent, respectful and fair</li> <li>Sets clear expectations and follows through appropriately</li> <li>Establishes and maintains classroom routines and rules</li> <li>Initiates and maintains student focus</li> <li>Is consistent in supporting behaviour expectation</li> <li>Encourages responsible student choices</li> <li>Uses positive management strategies</li> </ul>	<p>Mikaila remained firm and fair when it comes to on-task learning. Mikaila was consistent, respectful, and fair when setting the tone of the classroom as well as the environment. Mikaila established her own expectations and maintained classroom routines and rules. Mikaila also showed signs of flexibility when the routines were not working, and therefore, needed to switch things up. Mikaila used numerous classroom strategies to maintain student focus. Mikaila uses positive management skills when it comes to acknowledging positive student behaviour. A highlight was Mikaila's use of her bead jar (Mad Respect) promoting students to note positive and kind actions in and around the class.</p>

Instruction	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Uses a variety of questioning techniques (higher-level thinking, open-ended)</li> <li>Distributes questions and accepts answers evenly among all students</li> <li>Uses appropriate vocabulary for age level</li> <li>Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume)</li> <li>Demonstrates correct usage of oral language</li> <li>Demonstrates correct usage of written language</li> <li>Listens attentively to students in order to check for understanding, re-teach if necessary</li> <li>Gives clear instructional directions (sequential, concise, step by step)</li> <li>Includes an engaging and appropriate lesson introduction and closure</li> <li>Presents lessons which flow smoothly (appropriate transitions, clearly connects the learning standards, IO's, lesson activities and assessment)</li> <li>Incorporates a balance of direct teaching and student active involvement</li> <li>Paces instruction appropriately</li> <li>Delivers lesson confidently and effectively</li> </ul>	<p>Mikaila used open-ended questioning in her lessons to encourage students to think deeper about specific concepts. Mikaila encourages students who generally do not participate to answer questions so that more student voice is represented and encouraged in class. Mikaila used her voice effectively in which she has good tone, pacing, projection, expression, fluency, and volume. She demonstrated correct usage of oral and written language. Mikaila is a confident teacher who expresses her knowledge effectively.</p> <p>Mikaila has been creative through her use of engaging hooks, getting students engaged in their learning. Mikaila presented lessons that flow smoothly and ensured students had all required materials needed to smooth transitional periods. Mikaila's lessons connect to the learning standards, IOs, and lesson activities. Mikaila demonstrated a good balance of direct teaching and student active involvement.</p> <p>Mikaila listens attentively to students and adjusts her teaching pace and content according to feedback and responses from students. When students were learning how to correctly rotate a polygon on a coordinate grid, Mikaila recognized the need to reteach and slow her instructional pace. Mikaila gives clear instructional directions and provides visual instructions on the whiteboard. Mikaila also uses a strategy such as calling on a student to repeat back the instructions so that she knows that the class knows, what they are supposed to do.</p> <p>Mikaila 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 detailed plan for the day and important student information. In addition, Mikaila prepared two</p>


	additional TTOC day plans for her Teacher Mentor. Mikaila followed an additional teachers TTOC's plan for the full day in Grade 3 and observed teaching occurring in Kindergarten.
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Assessment	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Provides students with specific, constructive verbal and written feedback</li> <li>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</li> <li>Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents, and school personnel</li> <li>Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans)</li> <li>Uses assessment and evaluation as an integral part of instruction</li> <li>Engages students in self-assessment and uses it effectively</li> </ul>	<p>Mikaila used assessment and evaluation as an integral part of instruction Mikaila used appropriate tools to report students' progress. Mikaila used checklists, tests, self-assessments, rubrics, observations, and running records to keep track of the student's growth and progress. Mikaila prepared students for and conducted the district wide assessment. Mikaila conducted one-on-one reading running records and comprehension assessments. Mikaila planned accordingly to budget her time to complete all assessment pieces and running records.</p> <p>Mikaila used self-assessments when teaching music and physical health education and adjusts the scores/marks accordingly. When marking ELA and Math assignments, Mikaila provided the students with constructive, verbal, and written feedback. Mikaila was diligent with creating comments for the core subject areas including Math, ELA, Science, and Socials for students Interim reports.</p> <p>Mikaila has used both formal and informal information when engaging with teacher mentors, school staff members, and parents. Mikaila ensures she remains aware of the students in the class on IEPs (three) and focused on finding ways to balance the needed 1 on 1 support with remaining student needs. Mikaila's focus goal from the midpoint to final was completed as she successfully completed Interim Reports and communicated progress with students and parents. Mikaila has had conversations with parents when being involved in school field trips, and after-school scheduled conversations.</p>

Professional Qualities	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Willingly assumes classroom and other school related responsibilities</li> <li>Arrives at school early. Stays after school until the next day is prepared</li> <li>Is an enthusiastic teacher who shows a commitment to learning and teaching</li> <li>Takes initiative; enthusiastically acquires knowledge</li> <li>Is empathetic toward and respectful of others</li> <li>Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics</li> <li>Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority</li> </ul>	<p>Mikaila is an enthusiastic teacher who shows a passionate commitment to learning and teaching. Mikaila displays a positive attitude and demonstrates professional qualities. She seeks, accepts, and acts of constructive criticism. Mikaila enjoys and appreciates all the feedback that is given to her. Mikaila arrives at school early every day to make sure she is prepared for the day. Mikaila also stays after school to make sure that she has all her materials needed so that she is prepared for the next day.</p> <p>Mikaila establishes and maintains appropriate relationships with colleagues, staff, parents, and students. She respects the confidential nature of professional information and follows the BC Teacher's Code of Ethics. Mikaila conversed with an IEP students' parents openly and often. Mikaila contributed to the school beyond the classroom as she ran a floor hockey club for grades 3 and 4 during her lunch periods.</p>

<ul style="list-style-type: none"> <li>• Demonstrates reflective and self-evaluative skills</li> <li>• Seeks, accepts and acts on constructive feedback</li> <li>• Takes advantage of professional development opportunities</li> <li>• Displays a positive attitude and demonstrates professional qualities</li> <li>• Contributes to the culture of the school beyond the classroom</li> </ul>	<p>Mikaila stepped in to volunteer and coach the girls basketball team when both coaches were absent due to Professional Development sessions.</p> <p>Mikaila has built strong relationships with her students in which she demonstrates empathy and respect for others.</p> <p>Mikaila takes advantage of professional development opportunities. Mikaila attended a math Taking Shape-primary numeracy professional development day at the Henry Grube. She learned about teaching students number sense and how to branch away from teaching student's basic algorithms. Mikaila also attended a Seven-Grandfathers teaching professional development day at Juniper Ridge Elementary School.</p>
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### SUMMARY COMMENTS

"Mikaila has shown continuous growth since the beginning of her professional teaching journey. She has enjoyed a highly successful practicum in a variety of ways. Mikaila is a dedicated and passionate teacher who pushes herself to learn new concepts and strategies every day. She nurtured excellent learning experiences, not only for her grade 6/7 students but for herself as she crafted and fine-tuned her teacher's vision and practice. Mikaila is flexible and adaptable, and it was shown numerous times throughout this practicum during teachable moments. Mikaila understands that the teaching and learning environment should be engaging, relevant, interactive, and built on meaningful relationships. Mikaila has really shown her dedication to school by being involved in extracurricular involvement such as setting up her own floor hockey league for the grade 3s and 4s. Mikaila has also shown extracurricular involvement by staying after school to watch and cheer on her students who are involved with basketball. Mikaila should be super proud of the growth and progress that she has made during her time here at Juniper Ridge Elementary School. She has demonstrated that she is at the front of the learning curve for becoming an excellent teacher and she would be a fine asset to any school community. Congratulations on completing a very successful practicum!" 

Mikaila is a passionate and dedicated teacher who strives to make a positive impact on her students' lives. She demonstrates a strong work ethic through her effective lesson planning, assessment techniques, and support for students outside of class. Mikaila is flexible and adaptable, always eager to take on new challenges with enthusiasm. Her commitment to teaching and continuous learning makes her an excellent educator who will benefit her students through her dedication, compassion, and enthusiasm. I have no doubt that you will continue to make a positive impact on your students and the wider educational community in the years ahead. Mikaila – it has been my pleasure to be your Faculty Mentor for EDPR4200. Your drive and passion for teaching showcased your 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: Mikaila Ken

Teacher Mentor's signature(s): 

Faculty Mentor's signature(s): 

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