

EDPR 4200 FINAL EVALUATION Bachelor of Education (Elementary) Program

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

Teacher Candidate: Barkha Dhanju

Date: March 10, 2023

School: ;

Grade: 2

Faculty Mentor: Lorin Toews

Teacher Mentor:

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

R. L. Clemitson Elementary is located in a rural area of Kamloops, BC, and has an enrolment of approximately 400 in 18 divisions. Barkha taught a Grade 2 class of 20 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>Barkha demonstrated insight and proficiency in all areas of her unit/lesson preparation and organization. She effectively "chunked" her lessons to include movement transitions and breaks as well as direct teaching and student-centered activities.</p> <p>Barkha provided students with multiple ways to demonstrate their learning, as well as differentiated to meet individual student needs where required.</p> <p>Barkha employed a variety of teaching strategies and learning activities to address the wide range of preferred learning methods of the students. This included: partner/ group work, direct teaching, student question/response sessions, class discussions, learning centres, worksheets, and hands-on tasks. She also circulated to support students one- on-one, or formed small groups when extra support or reteaching was necessary for several students.</p> <p>Barkha also developed a good sense of lesson pacing and was able to adjust mid-unit when she determined a change was needed based upon the feedback she received through observation and formative assessment.</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>Barkha demonstrated excellent classroom management skills. She established clear and consistent classroom routines for gaining student attention, for transitioning mid-lesson, and for conducting student question/response sessions. She reinforced the expected behaviour as circumstances dictated.</p> <p>Barkha demonstrated a calm, empathetic, and positive demeanour, and has developed an excellent rapport with her students. She was encouraging yet firm when it came to managing student behaviours. Her students responded well to Barkha's manner and style of classroom operation. Students feel safe, valued and cared for through her actions and interactions.</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>Barkha's planning and instructional strategies were exemplary throughout her practicum. She submitted her first three unit plans well before they were required, and continued to be well-prepared throughout the rest of her practicum.</p> <p>She demonstrated confidence and clarity when presenting her lessons and giving instructions. She was always aware of the level of student engagement, and made the needed adjustments to expectations as required. She built in opportunities for student movement within a lesson when she recognised that her students were needing it. Barkha remained calm, reassuring, and positive no matter what was happening. She made adaptations and differentiated as needed for both individual students as well as for the class as a whole.</p> <p>During the school's 100 Day celebrations, Barkha employed the use of learning stations that the students were thoroughly engaged in, and some students commented that "we didn't do any work all day", not realising they were thinking, working and learning in every activity.</p> <p>Barkha's attention to consistent and clear routines meant that her lessons flowed smoothly, and students knew what was expected of them. She also demonstrated attention to effective questioning, both through student volunteering of responses and through directed questioning.</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>Assessment is a challenging area for any teacher, let alone a beginning teacher but Barkha willingly listened to feedback and suggestions and actively sought ideas regarding how to support students that were struggling in different areas of the curriculum she taught.</p> <p>Barkha kept careful records of student progress throughout her practicum. Of particular note, Barkha completed interim reports for students/parents at the end of her practicum which gave specific and constructive written feedback to students and parents.</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>Barkha became a valued member of the RLC staff and school community. She took on all the roles of the regular classroom teacher, taking her turn to supervise at recess, and when necessary, at lunch hour when field trips required this. She also volunteered her time once a week at recess and supported the grade 6/7 students in preparing for the Battle of the Books.</p> <p>She interacted and communicated appropriately and positively with students, staff and parents alike. She always arrived early to ensure she was prepared and that the learning environment was ready for students upon their entry into the classroom each day.</p> <p>Barkha always remained professional in all her interactions within the school, respecting the confidential nature of student information and following the BC Teacher's Code of Ethics.</p> <p>Barkha attended staff meetings regularly and participated in discussions professionally.</p> <p>Barkha was always seeking ways to improve the learning experience for her students. She accepted constructive feedback willingly and sought to incorporate suggestions for growth into future lessons.</p>

SUMMARY COMMENTS

Barkha brought a strong and thoughtful work ethic to this practicum. She demonstrated that she wants to be a life-long learner and ensured that the learning environment she provides her students is welcoming, safe, engaging, and intellectually stimulating. We are confident that Barkha will continue to seek ways to enhance the learning environment for the betterment of her students throughout her career.

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:

BA

Teacher Mentor's
signature(s):

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Faculty Mentor's
signature(s):

[Handwritten Signature]

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