



**Education
& Social Work**

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher
 Candidate: Samantha Sipos Date: March 7 2023
 School: Sun Peaks School Grade: K/1
 Teacher
 Mentor: Emily Fell Faculty Mentor: Tom Dinsdale

SCHOOL CONTEXT: Sun Peaks School is located in the four season resort community of Sun Peaks. The school consists of three separate sites that employ portable classrooms that house 140 students from K-9. The school is staffed with a Principal, 7 classroom teachers, 1 LART, 1 Prep teacher and 2 CEA's. Students and staff ski in/out from school all winter long. There is little flexible room in the relatively cramped quarters that require staff and students to work together to share the available space and cope with extraneous noise and distractions. The class has 11 Kindergarten students, 6 grade 1 students which includes an ELL student from Ukraine and a Category G student that is also supported with a CEA.

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>Samantha is very organized and works very hard to create engaging lessons, prepare the necessary materials to support student learning, and modify/adapt units/lessons based upon her formative assessments. She has an excellent knowledge of the curriculum and her units/lessons follow a clear scope and sequence. A strong pedagogy for learning is employed (e.g. Jolly Phonics, Heggerty-Phonemic Awareness, etc.), and many of the hands-on centers that Samantha has created were Reggio inspired. She creates checklists/rubrics for each unit to identify goals met and areas requiring further instruction/support. Her detailed lesson plans and assessment binder are effective tools in providing her students with appropriate and engaging learning experiences. She effectively "chunks" lessons and allow students to use multiple intelligences to explore and demonstrate their learning. Lessons are well-paced and are often cross-curricular in nature that provides all students with opportunities to be successful.</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>Samantha has developed a strong and positive rapport with her students. She always has a smile on her face, and her genuine enthusiasm and enjoyment of teaching is evident and infectious with her students. Her very strong routines to gain/maintain student attention, for question/sharing activities and lesson transitions create a safe, positive and productive learning environment. Her strong lesson development and lessons that create a high level of student engagement, along with appropriate lesson pacing significantly reduces student off-task behaviour. Samantha's positive approach to behaviour management through the employment of PBIS principles has been very effective. She demonstrates the ideal balance between setting/reinforcing clear expectations while still presenting a very professional, yet fun and exciting demeanor.</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>A real strength of Samantha's is lesson delivery. She is very effective in student questioning and providing students with opportunities to participate in their learning. She consistently gains formative feedback through a variety of strategies that not only guides future lesson adaptations, but also mid-lesson "on the fly", changes that Samantha is able to incorporate seamlessly and effectively. She is extremely enthusiastic and positive and her students respond accordingly. Lessons are effectively "chunked" and paced to maximize student engagement. Instructions are presented clearly and patiently. Samantha is careful not to overload students with too much information at any one time, and due to her strong classroom routines she is easily able to gain student attention mid-lesson to provide additional information/instruction. She scaffolds instruction to a variety of abilities and supports learners where necessary to ensure all students can meet with success. Her lessons incorporate many opportunities for hands-on learning, with an emphasis on student discovery and exploration at the core.</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>Samantha provides ongoing and regular constructive verbal feedback throughout the school day. Emphasis is placed on reinforcing positive work habits. Formative assessment through checklists, rubrics, self-assessment, anecdotal notes, verbal questioning and individual conferencing are all effective strategies that Samantha employs. Her rubrics are linked to competencies identified in proficiency scales based upon curricular performance standards. She also is able to effectively and regularly communicate with her Teacher Mentor and parents about individual student areas of progress and challenges. Her use of a self-assessment booklet for students to complete supports student emotional, social and academic growth.</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>Samantha always arrives early and stays late to ensure she is well prepared and organized. She demonstrates initiative and a willingness to assume responsibilities beyond the required scope of her practicum. She is very enthusiastic, positive, encouraging, caring and professional. Samantha is able to notice subtle nuances in student demeanor and is quick to support student needs in both an academic and social/emotional manner. She is responsive to constructive feedback and actively explores ways in which she can improve her teaching practice. She became a positive addition to the Sun Peaks School community and developed a positive rapport with students, staff and parents alike. Samantha also took the opportunity to observe other classes/teachers in order to gain further insights from other master teachers that she could employ in her own practice.</p>

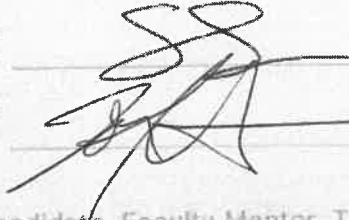
SUMMARY COMMENTS

Samantha has had an outstanding practicum. Her enthusiasm, work ethic and effective lesson/unit construction, delivery and adaptations demonstrated a level of effectiveness and competence beyond her current level of experience. She is dedicated, passionate, creative and engaging. Samantha will be an asset to any classroom and school staff.

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



Teacher Mentor's
signature(s):



Faculty Mentor's
signature(s):

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