

EDPR 4200 MID-TERM EVALUATION FORM

Bachelor of Education (Elementary) Program

(Completed cooperatively by Teacher Mentor and Faculty Mentor)

Teacher Candidate: Samantha Sippos **Date:** Jan.30,2023
School: Sun Peaks School **Grade:** k/1
Teacher Mentor(s): Emiy Fell **Faculty Mentor:** Tom Dinsdale

EDPR 4200 Mid-Term Evaluation Rubric	
Yes	TC has a solid understanding of content, task requirements and learner needs. There is a consistent and effective performance.
In Progress	TC has shown a developing understanding of content, task requirements and learner needs
No	TC has shown an inadequate understanding of content, task requirement and learner needs. There is inconsistent or ineffective performance. Has not met the criteria for a novice teacher.
Not Yet	TC has not had the opportunity to complete or demonstrate proficiency at this point in the practicum.

PREPARATION AND ORGANIZATION

*Requirements to Consider	Ye s	In Progress	N o	Not Yet
• Displays knowledge of Big Ideas, Core Competencies, Curricular Competencies, and Content in B.C. curriculum	X			
• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum.	X			
• Develops and completes clear unit plans and lesson plans using appropriate format with appropriate time for feedback loop	X			
• Keeps a detailed daybook or planner that another teacher can follow	X			
• Is well prepared for the day with all materials, resources and planners organized	X			
• Keeps an organized binder/folder /area including record keeping, assessments, activity sheets, resources and a monthly planner	X			
• Connects new concepts and subject matter to students' prior knowledge, developmental level, and interests.	X			
• Prepares a logical sequence of subject matter	X			
• Uses a range of resources and learning materials	X			
• Uses a variety of teaching strategies e.g., individual, partner, small group, large group	X			
• Designs & utilizes an appropriate learning centre(s)	X			
• Incorporates creative and innovative ideas in unit and lesson plans	X			
• Plans a variety of ways for students to represent their learning	X			
• Plans for differentiated instruction to meet students' varying needs and abilities	X			
• Integrates First Peoples' Principles of Learning and Indigenous Perspectives into unit/lesson plans across the curriculum	X			
• Uses UDL framework to plan learning that is accessible to all.	X			

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)
Samantha is always planned and organized ahead of time with extensive unit and lesson plans. She has materials ready to go ahead of lessons so that they always run smoothly. Samantha's lessons follow a clear scope and

sequence and build on knowledge previously learned. Samantha uses a variety of learning materials and varies her instruction so that she can hold the children's attention for a sustained period of time. Her lessons are always hands on and age appropriate. Children are able to demonstrate their learning in a variety of engaging ways that make learning fun and build on their natural curiosity.

ASSESSMENT

*Requirements to Consider	Yes	In Progress	No	Not Yet
• Provides students with specific, constructive verbal and written feedback	X			
• 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		X		
• Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel	X			
• Involved in a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans (IEPs)	X			
• Uses assessment and evaluation as an integral part of instruction	X			
• Clearly connects appropriate assessments to instructional objectives.	X			
• Plans for a variety formative and summative assessments	X			
• Engages students in self-assessment and uses it effectively	X			

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Samantha has the ability to think on her feet and uses formative assessment throughout her teaching. Using a variety of questioning techniques, she checks for understanding and will reteach in a different way if necessary.

Samantha uses checklists and anecdotal notes to track progress of students. She has helped to complete the Kindergarten Survey and will be involved in Report Card writing and IEP's. Samantha communicates well and shares her findings appropriately with her Teacher Mentor. Samantha engages students in self-assessments in a variety of units.

INSTRUCTION

*Requirements to Consider	Yes	In Progress	No
• Uses a variety of questioning techniques (higher-level thinking, open-ended)	x		
• Distributes questions and accepts answers evenly among all students	x		
• Uses appropriate vocabulary for age level	x		
• Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume)	x		
• Demonstrates correct usage of oral language	x		
• Demonstrates correct usage of written language	x		
• Listens attentively to students in order to check for understanding, re-teach if necessary and respond with appropriate feedback	x		
• Gives clear instructional criteria and directions (sequential, concise, step by step)	x		
• Includes an appropriate introductory "hook" and closure	x		
• Presents lessons which flow smoothly (appropriate transitions, gradual release of responsibility, clearly connects the learning standards, IOs, lesson activities and assessment)	x		
• Incorporates a balance of direct teaching and student active involvement in time allotted	x		
• Paces instruction appropriately	x		
• Delivers lessons confidently and effectively	x		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Samantha is a confident teacher who always uses correct oral and written language. When she teaches, she uses appropriate volume and pacing. The animated way she speaks to the children really keeps the engaged in her lessons. Samantha always gives clear directions allowing for easy transitions in our class. Her lessons are timed appropriately and she adds many songs to help with transition and routines. Samantha's teaching is very age appropriate and she excels working with children at this young age.

CLASSROOM MANAGEMENT

*Requirements to Consider	Yes	In Progress	No
• Engages students in active and on-task learning	X		
• Is consistent, respectful and fair	X		
• Sets clear expectations and follows through appropriately	X		
• Establishes and maintains classroom routines and rules	X		
• Initiates and maintains student focus	X		
• Is consistent in supporting behavioural expectations	X		
• Encourages responsible student choices	X		
• Employs positive management techniques	X		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

The activities that Samantha plans for the children are always fun and engaging, and they are eager to participate and remain on task. When dealing with behaviours she is respectful and fair. Samantha sets clear boundaries and expectations in our classroom. She outlines what behaviour should look like ahead of lessons and praises children who are doing the correct things. She is firm, when necessary, but in a kind and empathetic way. Samantha awards "Howl Outs" for children demonstrating behaviours in line with our PBIS Matrix. She has presented recognition awards to children at our PBIS assembly. One of our students is working on demonstrating appropriate listening behaviours and participating during lessons. Samantha has helped to set achievable goals, and the student is rewarded with stickers in a communication book with parents. We have seen a lot of improvement with this method of positive reinforcement.

PROFESSIONAL QUALITIES

*Requirements to Consider	Yes	In Progress	No	Not Yet
• Willingly assumes classroom and other school related responsibilities	X			
• Arrives at school early. Stays after school until the next day is prepared	X			
• Is an enthusiastic teacher who shows a commitment to learning and teaching	X			
• Takes initiative; enthusiastically acquires knowledge	X			
• Is empathetic toward and respectful of others	X			
• Respects confidential nature of professional information and follows the BC Teachers' Code of Ethics and BC Standards for Professional Educators (BCCT)	X			
• Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority	X			
• Demonstrates reflective and self-evaluative skills	X			
• Seeks, accepts and acts on constructive feedback	X			
• Takes advantage of professional development opportunities	X			
• Displays a positive attitude and demonstrates professional qualities	X			
• Contributes to the culture of the school beyond the classroom	X			

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Samantha is a very professional person. She is kind, empathetic and a generally positive person to have on staff. Samantha takes initiative in our class and completes daily jobs without being asked. Samantha always has a positive attitude and enthusiastically teaches the students. She seeks and responds well to feedback and uses it to further her teaching skills. Samantha participates in staff meetings and helps out with recess duty and other supervision when necessary. Samantha would be an asset to any staff and a pleasure to work with.

§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.

Faculty Mentor's signature: _____

Teacher Mentor's signature(s): Emily Fell

Teacher Candidate's signature: _____

CC: Teacher Candidate, Faculty Mentor, Teacher Mentor