



EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Natalie Lewis

Date: March 10th, 2023

School: École Élémentaire South Sahali Elementary School

Grade: 5, French Immersion

Faculty Mentor: Nancy Palson

Teacher Mentor: Michelle Graf

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

South Sahali School is an elementary school located 5 minutes away from the core downtown of Kamloops. It holds 362 students and the current grade 5 classroom has 23 students. There are 2 students with an IEP.

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>Natalie was very well prepared in advance for all her lessons and units.</p> <p>Natalie:</p> <ul style="list-style-type: none"> Develops and completes detailed clear unit plans and lesson plans Keeps a detailed electronic daybook & printed the dayplan the day before Is well prepared for the day: she stays at end of day until she feels she is ready and arrives early to assure material are fully prepped Prepares a logical sequence of subject matter for instruction Uses a range of resources and learning materials and incorporates a wide variety of many creative ideas in unit and lesson plans: <ul style="list-style-type: none"> worksheets, books, novels, short you tube movies, hammers/nails/wood, yarn, watercolour & acrylic paint, felts, sharpies, blender & iron, styrofoam cups & salt, Google Classroom assignment to listen to, etc Uses variety of teaching strategies: <ul style="list-style-type: none"> singing, dancing, moving, participating in centres, discussing during literature circles, and reading aloud during reader's theatre understands the eb & flow of instructional/quiet vs active times and independent/partner/ group work Plans a variety of ways for students to represent their learning such as: hands-on, drawing, painting, oral, written, painting, listening to French audio text on the Chromebook, etc.

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>Natalie establishes a consistent routine and is clear about her behaviour expectations. She is able to revisit them as needed during her term. Natalie uses reward systems to reinforce positive behaviour. She also involves the students in decisions about classroom expectations. Natalie has developed a beautiful rapport with her students. They liked her and respected her.</p> <p>Natalie:</p> <ul style="list-style-type: none"> Is consistent, respectful and fair Establishes and maintains classroom routines and rules <ul style="list-style-type: none"> She designed a visual poster showing the expected volume of voices in classroom and a point system for group behaviours Uses a variety of teaching environments that match the flow of a school day (and energy of the students) to maximize focus and engagement <ul style="list-style-type: none"> Putting soft mood music and providing brain break Constantly reminding students to stay on task and to remove toys and distractions Teaches the students to easily transition between a variety of classroom organizations depending on the activity

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>Natalie presents instruction at the students' level, in logical order and with appropriate scaffolding. During her instructions, she frequently involves the students (physically and orally). Also, she regularly questions the students to assure that they understand her explanations. Students gained knowledge through a wide variety of activities and situations such as: quiet independent time, working with a partner, working in small groups, class discussions, talking circles, class discussions, centres, hands-on activities, experiments, and outdoor lessons.</p> <p>Natalie was very adaptable and flexible. She was very good at seeing what was working well and what needed altering mid lesson while she was teaching. She then could adapt and change on the spot to improve the learning environment as needed.</p> <p>Natalie:</p> <ul style="list-style-type: none"> Paces instruction appropriately: her lessons flowed together in a smooth manner as they were designed to build off of each other Delivers lesson confidently and effectively Listens attentively to students in order to check for understanding, re-teaches if necessary Circulates to check for understanding and reteaches (if necessary) while students are working Uses a spell checker when planning units and lessons in French Planned learning centres in Math, Physical Health and Education, English Language Arts, and Science <p>Natalie has shown progress with:</p> <ul style="list-style-type: none"> Speaking French: she listens to the French radio when going to work and watches a Netflix serie in French regularly Preparing and practising the French vocabulary to be taught for each lesson Asking open ended questions

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>Natalie:</p> <ul style="list-style-type: none"> Provides students with specific, constructive verbal and written feedback Has an assessment binder which is regularly updated with student records following the proficiency scale Assesses progress using oral feedback, anecdotal observations, checklists, rubrics, and scales <p>Formative assessment</p> <p>Natalie frequently checks students' understanding during instruction.</p> <p>She also circulates and visits each student while they work.</p> <p>The students frequently assessed their own learning during Natalie's lessons using self evaluations.</p> <p>Natalie shows a very good perception of what each student understands and their abilities.</p> <p>Natalie was able to quickly identify learning challenges and share/discuss them with her teacher mentor.</p> <p>Natalie participated in two IEP meetings and one school based team meeting with parents.</p> <p>Summative assessment</p> <p>Natalie can identify the learning goal of a unit or lesson, can set criteria for projects, teach the criteria to students, and assess the final project/activity against the criteria and goal.</p> <p>At the end of the term, Natalie wrote an interim report that was provided to each parent.</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>Natalie is an enthusiastic teacher and shows her passion for learning through various hands-on activities.</p> <p>She treated the classroom as her own and had her own set of behaviour expectations.</p> <p>Natalie always acted in a professional, respectful, and considerate manner towards staff and students.</p> <p>Natalie was eager to learn as much as possible.</p> <p>She observed in other classes and connected with other teachers for advice.</p> <p>She coached the Tier 1 Recreational Boys basketball team for 6 weeks.</p> <p>Natalie taught an outdoor station, to multiple large groups, during the school's Winter Carnival, and observed in other teacher's classrooms.</p> <p>Natalie participated in the school's February 3rd Professional Day on Aboriginal Pedagogy.</p> <p>Natalie:</p> <ul style="list-style-type: none"> Arrives at school early. Stays after school until the next day is prepared Displays a positive attitude Demonstrates reflective and self-evaluative skills Accepts the weekly feedback from both her FM and TM Seeks, accepts and acts on constructive feedback Has maintained strong connections and collaborated with her fellow TCs at the school.

SUMMARY COMMENTS

Natalie Lewis will make an excellent classroom teacher. Her ability to learn, improve, change, adapt, and grow as a teacher is one of her greatest assets. She has a positive and friendly demeanour that allows her to work well with other teachers one on one or in teams. We are very proud of her gains! We encourage her to continue perfecting her French skills. Wishing you a great end of semester and start of your new career! We are looking forward to working with you in the near future! Bravo Natalie!

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:

Natalie Lewis

Teacher Mentor's
signature(s):

Michelle A. Y.

Faculty Mentor's
signature(s):

Cheryl Pe

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