



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: Emma Kivari Date: 7 March 2023
School: [Redacted] Grade: [Redacted]
Teacher Mentor: [Redacted] Faculty Mentor: [Redacted]

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

Table with 2 columns: Preparation and Organization, Comments. Contains suggested areas for comment and detailed feedback on Ms. Kivari's organizational skills and lesson planning.

Classroom Management	Comments
<p><b>Suggested Areas for Comment:</b></p> <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>Ms. Kivari provided a safe and positive learning environment. She was consistent in her management and followed through with consequences matching behavior appropriately. She was actively leading the class from the early days of the practicum, unafraid to stop the lesson and ensure behavior was up to her expectations. She realizes the importance of routine in a primary setting, and continued to maintain established routines while initiating her own. She made personal connections with students and designed lessons that incorporated her knowledge from these relationships, bringing extra meaning to her teaching. Her management style was very proactive, incorporating fun, game-like elements into transitions and routines.</p>

Instruction	Comments
<p><b>Suggested Areas for Comment:</b></p> <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>Ms. Kivari developed lessons and taught with confidence, employing excellent vocal dynamics. She employed and worked on the "I do, We do, You do" steps to help structure and pace her lessons. Lesson plans contained an appropriate introductory hook, development, and closure.</p> <p>Ms. Kivari's lessons offered multiple channels of instruction and inquiry, accommodating the variety of learners, to deliver the content and meaning of her lessons effectively. She made sure to include fun elements in the design of her lessons.</p> <p>Ms. Kivari made sure students understood instructions, having them repeat back and clarify the process before beginning to work independently. She has become a very effective presenter and organizer of student activity during this practicum.</p>

Assessment	Comments
<p><b>Suggested Areas for Comment:</b></p> <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>Ms. Kivari developed and maintained a detailed assessment binder, displaying multiple evaluations and assessment channels to track student progress. These included anecdotal notes, checklists, rubrics and interviews.</p> <p>She used formative, on-the-spot assessments to inform her pacing and planning, and summative assessment to inform her well-structured records in preparation for reporting.</p> <p>Ms. Kivari provided interim reports that made use of the proficiency scale in all major subjects, and provided appropriate supporting comments. These reports were very well done, using appropriate language for parents.</p>

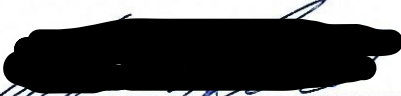
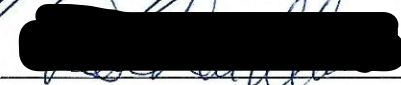
Professional Qualities	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Willingly assumes classroom and other school related responsibilities</li> <li>• Arrives at school early. Stays after school until the next day is prepared</li> <li>• Is an enthusiastic 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> <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>Ms. Kivari presents as a professional, kindly and fair teacher. She comes to work each day well-prepared, well-organized, and with a commitment to her students' well-being. She is adaptable and resilient, showing a level of strength and leadership that are, perhaps, easy to underestimate. Her caring, friendly nature in combination with her professional competence and skills will ensure her success.</p> <p>Ms. Kivari put in extra time to develop relationships with staff and students, including her cohort of teacher candidates, to contribute to the school's culture. She earned the respect of everyone she worked with. She goes beyond expectations without being asked, and took full advantage of any professional development opportunities that were available.</p>

**SUMMARY COMMENTS**

Ms. Kivari is an exemplary teacher candidate and her certifying practicum has been very successful! She consistently displays a quiet confidence and professional attitude that reflected from her students as happy cooperation and eager learning. She proved herself to be flexible in dealing with the unexpected challenges, and became a positive role model in the classroom with powerful leadership skills. Her mentors and colleagues wish her all the best in her teaching 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:   
Faculty Mentor's signature(s): 

Teacher Mentor's signature(s): 

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