

	<p>space, create a physical model of those plans, and create real estate listing for the homes they created.</p> <p>- Chloe introduced Indigenous content and processes in a variety of ways; at times as discrete lessons (ie. Pit houses), and at others, integrated into various subject areas (ie. referencing Secwepemc stories and beliefs). She successfully integrated First Peoples Principles of Learning into her teaching practice.</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 	<ul style="list-style-type: none"> - Chloe continuously explored ways of dealing with a variety of class management situations; and through trial and error, she developed a broad repertoire of strategies and tools. She set clear expectations for learning and behavior and consistently reinforced them, resulting in many successes. As the practicum progressed, she demonstrated the ability to modify or add expectations when the need for adaptations became apparent. She developed a good understanding of picking and choosing the significant intervention points. - Chloe was very successful in introducing group and student-specific behavior management techniques to keep students focused without disrupting the flow of the lesson. During work sessions she moved around the room checking in with students. - She actively used strategies and approaches for dealing with social issues, making good decisions, and interacting with others in kind and responsible ways. This helped create a more socially responsible and inclusive learning environment. - Chloe has a fine intuition for recognizing when students are 'steering off course'. She dealt with these situations in a personal, calm, and positive manner, quite often re-directing them before they could escalate. - She has a special way of letting students know that she is listening to their needs and cares about their successes and challenges. The message in her interactions is that she understands and wants to help create better outcomes.

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 	<ul style="list-style-type: none"> - Chloe demonstrated a natural and skillful approach to teaching. Although all lessons were thoroughly planned, she had the ability to adapt to positive or challenging situations that might arise. - Her lessons were engaging and unfolded logically and clearly using a 'hook-body-closure' model. She will continue to explore creating hooks that engage and connect students with the lesson topic and create a sense of eager anticipation. Her activities were accessible and invited students with diverse interests and abilities to engage in varied ways. As a reflective learner, she critically evaluated her lessons and considered suggestions from mentors for making them even more successful. - Chloe has been enthusiastic in planning creative and engaging hands-on activities using a wide variety of resources and materials. - Her questioning techniques became increasingly varied and skilled, promoting deeper, connected, and extended thinking and learning. Many of her activities cultivated higher levels of critical thinking. - Chloe promoted students being active participants in their learning by incorporating student interests and suggestions in a variety of ways in discussions and activities. She used humor and introduced 'fun' and intrigue into activities to promote student engagement. - Chloe was genuine, comfortable and confident in the classroom, whether it was teaching a lesson or moving around the room touching base with individual students during work sessions.

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 	<ul style="list-style-type: none"> - Chloe employed a number of summative and formative assessment methods to provide students and herself with ongoing, instructive feedback, and maintained appropriate data records sufficient for clear and detailed reporting. She completed and sent home an interim report that reflected a good knowledge of each student. She will continue to focus on building her inventory of assessment tools and approaches for organizing the data. - She focused on getting to know her students' personalities and learning inclinations which helped her in guiding each individual towards success. She employed a number of self-assessments, both formally and informally, and will continue to explore further options. - Her Teacher Mentor in-serviced her on how to create data for reporting and on how to use MyEdBC. She met with the LART to discuss IEP's.

Professional Qualities	Comments
Suggested Areas for Comment: <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 	<ul style="list-style-type: none"> - Chloe's teaching persona is gentle, enthusiastic, respectful and caring. There has been excellent growth in the natural flow to her teaching, primarily through her willingness to learn by self-reflection and appreciation of feedback. As a result, she demonstrated a fine ability to navigate and negotiate the highly varied and complex elementary class environment. I strongly believe that she could enter any classroom and teach successfully based on her performance in this practicum. - She readily assumed all classroom teacher roles and duties, and engaged with and became a part of the school community. Chloe volunteered her time for various extracurricular activities including coaching the basketball team, hosting field trips, guiding student council sessions, and participating in school-wide activities. - Chloe spent many hours at the school and at home creating interesting teaching plans and ensuring that she was well-prepared for teaching. - She showed fine relationship building abilities with students, TRU peers, staff, and administrators. She connected with other teachers to share ideas and find out the various activities and routines that characterized their classrooms. - She shows a passion for teaching, holds herself to a high standard, and displays a self-motivated enthusiasm for being the best that she can be.

SUMMARY COMMENTS - Chloe enjoyed a highly successful practicum in a variety of ways. She is interpersonally intuitive and highly professional with the skills, attitudes of lifelong learning, and personality characteristics for becoming an engaging and caring teacher. She nurtured excellent learning experiences, not only for the grade 5/6 students, but for herself as well, as she crafted and fine-tuned her teacher vision and practice. At the core of this vision and practice is that the teaching and learning environment should be safe, engaging, relevant, and interactive. This set the stage for curiosity leading to inquiry, critical and creative thinking, and being active and enthusiastic participants in learning experiences; key attributes of the BC Ed Plan. Chloe has demonstrated that she is at the front of the learning curve for becoming an excellent teacher and she would be a fine asset for any school community.

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