

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher Candidate: Georgina Willson

Date: 1 May 2025

School: RLC Elementary

Grade: 5/6

Faculty Mentor: Trista Hill

Teacher Mentor: Lacey Munden

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

Class size of 26 - IEPs: 2; Range of socio-economic backgrounds. Sporadic CEA support.

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' <u>varying</u> abilities 	<p>Georgina was very well prepared for each unit and lesson across the entirety of the practicum.</p> <p>Georgina utilized a range of materials and lesson structures to meet the curricular content of the BC curriculum.</p> <p>Each lesson provided opportunities for all learners to engage in learning. Including perfectly chosen videos, hands on material, paper based activities, individual work and group work.</p> <p>Each lesson started with a connection to previous learning where a variety of questioning types were utilized. Georgina ensured each learner could participate comfortably in the 'hook' aspect of the lesson.</p>

Classroom Management	Comments
Suggested Areas for Comment: <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>Early on Georgina identified classroom management as a stretch. She put much effort into developing effective and respectful classroom management strategies. Her work paid off and it was obvious she was finding the often difficult line between classroom management and authoritarianism. Well done Georgina!</p>

Instruction	Comments
Suggested Areas for Comment: <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>Georgina is a natural educator. This was obvious in her instruction style. She varied her style of instruction from explicit instruction to inquiry depending on intended learning outcome and student need.</p> <p>She regularly attended to the 'minutiae' of language during lessons. Often words which are obvious to teachers are new to learners. Georgina was careful to explain these sometimes overlooked details in each lesson.</p> <p>Georgina worked hard to shift her pacing to match student needs over the course of the practicum. This is a challenge for any educator much less a novice and Georgina rose to the challenge.</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>Georgina utilized formative assessment to inform lesson planning and regularly provided students with verbal feedback in the moment.</p> <p>Georgina used rubrics based on assignments, along with checklists, observations and many other assessment tools. Her practicum end reporting technique of having a gradebook was so useful and well organized that helped her write her portion of our learning updates for parents.</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>Georgina has been an integral part of our school, and has taken on many responsibilities. Near the end of the practicum she was part of a new planning team for a "math night" in her final week. She came up with an activity for students and families and helped with all the planning.</p> <p>She fit in well, and worked with school staff collaboratively.</p> <p>Overall, she contributed to RLC culture through her presence in many different parts of our school.</p> <p>Georgina was diligent in having all her additional administrative tasks completed to a high standard and on time.</p>

SUMMARY COMMENTS

(FM) I have no hesitation in determining Georgina's practicum to be successful. She is consistently kind and respectful to all learners while maintaining high expectations for behavior and academic output. Of note, is Georgina's openness to feedback and learning new aspects of her craft. Any school will be lucky to have an educator of her quality.

(TM) It has been a true pleasure watching Georgina grow as a practicum student. The connections she has made with every student has been a pleasure to watch and we will truly miss her. With Georgina's organization and well thought out lessons and units, along with her connection to every student in the classroom, I believe Georgina will be a successful teacher in any classroom.

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