



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: Tianna FROST Date March 28, 2023  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher  
 Mentor: \_\_\_\_\_ Faculty Mentor: Edda Brett

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

Preparation and Organization	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Displays knowledge of content</li> <li>• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum</li> <li>• Keeps a detailed daybook</li> <li>• Develops and completes clear unit plans and lesson plans</li> <li>• Is well prepared for the day</li> <li>• Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources</li> <li>• Connects subject matter to students' interests, prior learning, and new concepts</li> <li>• Prepares a logical sequence of subject matter for instruction</li> <li>• Connects assessment with unit and lesson plan learning standards</li> <li>• Uses a range of resources and learning materials</li> <li>• Uses variety of teaching strategies</li> <li>• Designs &amp; utilizes appropriate learning centres</li> <li>• Incorporates creative ideas in unit and lesson plans</li> <li>• Plans a variety of ways for students to represent their learning</li> <li>• Plans for differentiated instruction to meet students' varying abilities</li> </ul>	<p>During this practicum, Tianna Frost developed and implemented a wide variety of comprehensive and integrated units of study: Poetry, integrating ELA with Social Studies and Arts; The Gold Rush, integrating Social Studies with Science and ELA; The Five Senses and Responses, integrating Science with ELA, Music and Art; and Problem Solving, integrating Career Ed with Drama. Ms. Frost also designed an Engineering unit for ADST, an Introduction to Measurement, Area and Perimeter unit as well as a mini-unit in Probability for Math; Basketball, Building Confidence Through Success for PE/Health; and a French-speaking Countries Research Project for French. Ms. Frost's unit and lesson plans demonstrated careful and thoughtful planning that incorporated appropriate content in accordance with the goals and objectives of BC Curriculum. All Ms. Frost's work addressed core competencies, and in each lesson, she was excellent at connecting subject matter to students' interests and prior learning. Ms. Frost's lessons were well-developed and demonstrated much variety in delivery, including videos, hands-on activities, manipulatives and games. In each unit and lesson Ms. Frost allowed for students to represent and communicate their learning in a variety of ways, including writing, drawing, speaking, creating and group work. Additionally, students who struggled with written output were able to explain their thinking orally or with an iPad program with speech to text options. Each of Ms. Frost's units and lessons outlined various assessment strategies, which included thumbs up/down exit tickets, discussions, checklists and written</p>

	worksheets, all of which tied in to her instructional objectives. Ms. Frost's formative assessments guided her instruction; additionally, she planned for varied summative assessments, such as a Poetry Book, a research project and Boat Construction in ADST to highlight unit goals. Ms. Frost was always well-prepared for her day, with all necessary materials gathered and photocopies made. In her final weeks, Ms. Frost kept a daybook where she kept detailed outlines of each day that a TTOC would be able to follow. She additionally kept well-organized binders for students' assessments, resources, as well as her unit and lesson plans.
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<b>Classroom Management</b>	<b>Comments</b>
<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. Frost made excellent use of previously established classroom management tools to ensure lessons and transitions flowed smoothly, such as class jobs, a bell to gain attention, dismissing students by coloured tables so that they may get supplies or get ready for breaks, and a visual timer. Her use of pause and wait time was good, and she quietly utilized proximity as an effective management strategy. Ms. Frost also incorporated some management tools of her own, such as a voice-level chart. During each lesson, Ms. Frost set very clear expectations for the task, specifically for noise level, work time, and on-task behaviour, resulting in smooth transitions. Ms. Frost's manner was always consistent, respectful and fair with the students, and she was able to redirect inappropriate behaviour quickly and quietly. She built a good rapport with the students, engaging them in discussions and listening to their questions and concerns. Ms. Frost used positive management strategies well, and she thanked students who were sitting quietly and raising their hands. As students were working, she had good eyes and ears on the class, and she circulated often and well among the work tables, checking for understanding and ensuring on-task behaviour. Ms. Frost's well-planned lessons maintained student focus, and her positive directions encouraged on-task learning and a safe, caring learning environment.</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. Frost's lessons were sequential and logically structured from one to another. They were well-delivered, and her effective use of voice modulation, intonation and vocabulary for age level were utilized for good effect in instruction. Ms. Frost implemented a wide variety of questioning techniques, including higher-level and open-ended thinking questions, which activated prior knowledge and/or student interest, so that new concepts could be connected. Ms. Frost was very aware of giving all students an opportunity to share and offer answers, and she ensured she accepted answers evenly among all the students. Ms. Frost started her lesson with clear and effective introductions, and after discussions with her Teacher Mentor, sought different ways of closing her lessons with varied activities. Her lessons flowed smoothly, and she used a variety of engaging methods, such as games (both paper and online), manipulatives, technology and activities to keep the students focused. She designed activities that promoted students getting up and moving, such as inside/outside circles for sharing. Ms. Frost provided clear instructional directions, often using students to repeat instructions as well as making use of the "Get Ready-Do-Done" chart to communicate lesson expectations, both virtually and orally. Ms. Frost's lessons displayed good pace and transition, and by attentive listening to students and review of formative assessments, she was able to adapt and adjust instruction to accommodate learner needs, re-teaching if necessary. Ms. Frost demonstrated a good balance of teacher talk and student active involvement, and her lessons a utilized great balance of independent work, partner work and group work.</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. Frost displayed consistent and competent growth in implementing varied and a good balance of formal and informal assessment tools, such as anecdotal notes, check-ins, observations and conversations, journals, research projects, rubrics and student portfolios, to guide her lessons. Additionally, Ms. Frost made good use of technology, using an online game called Blooket to assess student learning. She continued to ensure that her assessment types matched the lessons and instructional objectives. In both Social Studies and Science, Ms. Frost used KWL charts to have students reflect on their learning at the end of each unit. Student performance, both formative and summative, was tracked and recorded regularly in her well-organized assessment binder. Ms. Frost and her teacher mentor collaborated in the writing of report cards in many subjects, and she provided relevant information for students' proficiency in a variety of areas.</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>Throughout her practicum, Ms. Frost always conducted herself in a very professional manner. She arrived early and often stayed later after school to ensure she was ready for the next day. Ms. Frost attended several staff meetings and offered assistance wherever it was needed, including ski and swimming field trips. Additionally, she willingly took on the role of one of the basketball coaches for the Grade 5 Girls' Intramural team, volunteering her lunch hour for practices and her after school time on game days. Ms. Frost was very open to feedback on her lessons and acted very quickly to implement any suggestions given. She also actively sought out feedback and advice on areas she felt she needed some support, demonstrating great reflective and self-evaluative skills. During her practicum, Ms. Frost participated in a number of professional development opportunities, including "Carole Fullerton: Addressing Diversity in the Math Classroom", a full-day workshop, as well as an in-school learning opportunity with Carole Fullerton. She also joined an ongoing after-school group learning opportunity, "Every Child Matters: 4 Seasons of Reconciliation" which she will continue beyond her practicum. Ms. Frost is an enthusiastic teacher who regularly demonstrated her commitment to learning and teaching, actively seeking advice from her Teacher Mentor, other teachers, and the administrators in the school.</p>

**SUMMARY COMMENTS**

Ms. Frost has demonstrated many qualities necessary to excel in the teaching profession. She conducts herself in a very professional manner and has demonstrated through her enthusiasm and hard work, that she is committed to improving her craft. Ms. Frost is a very compassionate and caring person, as was evident watching her work with her class. She has a quiet demeanor, and as the weeks progressed, learned to manage discipline situations effectively without disrupting the flow of her lessons. It has been most rewarding to see the professional growth which has taken place in Ms. Frost during this practicum.

It has been a pleasure having Tianna share my classroom. She has had a very successful practicum and will be a great asset to the teaching profession. All the very best as you move forward in your chosen profession, Tianna. Congratulations!

TEACHER CANDIDATE'S standing at the end of EDPR 4200	Complete	Supplemental	Incomplete
	✓		

\* 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:

TF

Teacher Mentor's signature(s):

L. Passey

Faculty Mentor's signature(s):

Jane Brett

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