

EDPR 4200 FINAL EVALUATION
Bachelor of Education (Elementary) Program

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

Teacher Candidate: **Jackson Rosch**

Date: March 10th, 2023

School: Westmount Elementary

Grade: 6/7

Faculty Mentor: Carrie Swift

Teacher Mentor: Mickael Caputo

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

Westmount Elementary has approximately 257 students and is located in Westsyde that includes the Westmount and Batchelor Heights areas. This Grade 6/7 class has 24 students, 16 boys and 8 girls. There is one IEPs in the class (Category R) with no support from a Certified Educational Assistant.

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>Mr. Rosch can independently plan and execute comprehensive lessons in accordance with the goals and objectives of the B.C. Grade 6/7 Curriculum. He has worked diligently to understand the curricular content, big ideas and competencies.</p> <p>Mr. Rosch provides clear directions with visual support in order to give students multiple avenues to understand the information and instructions being presented. He demonstrated an increasing level of confidence in leading the class with authority through his voice projection and general posture. As the practicum unfolded he appeared more at ease in the front of the room.</p> <p>Mr. Rosch circulated well during work time to check for understanding, to support students needing further assistance and to redirect if needed.</p> <p>Mr. Rosch's lesson plans are detailed and clear to follow. He is developing his ability to include specific details, for example, clear instructional objectives that align with his assessment. Mr. Rosch keeps an organized assessment binder that includes anecdotal notes, rubrics, writing/reading assignments, tests, and a self-assessment. He now maintains a more detailed week plan and a very detailed day plan which</p>

	<p>documents his daily teaching responsibilities that contains sufficient information for a TTOC to follow. One of Mr. Rosch's biggest improvement in the second part of his practicum is learning the importance of handing in his unit and lesson plans by the due date.</p> <p>Mr Rosch uses a range of resources such as vertical surfaces, mini-whiteboards, technology including Rīley Rover, along with group work. He created universal blackline masters for the entire class.</p> <p>Mr. Rosch is passionate about Integrating First Peoples' Principles of Learning into his lessons (Social Studies, Stories, Visual Arts to name a few). In most lessons, Mr. Rosch lets the students know that "Learning takes patience and time" to reassure students that some lessons can be hard to grasp. He also lets students know that "Learning involves recognizing the consequences of one's action".</p>
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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>Mr. Rosch is very well liked by the students. He is caring, fair and respectful, but firm when needed. Mr. Rosch makes sure all students are included and feel part of the classroom community. He establishes and maintains classroom routines and expectations. Mr. Rosch is consistent in supporting behaviour expectations and uses a variety of ways to get students' attention (5,4,3,2,1, voice chart and turning off the lights). He uses playing cards to randomize math groups and creates weekly desk groupings. Mr. Rosch is recognizing the significance of seating plans and how this affects group dynamics.</p> <p>Mr. Rosch consistently interacts with students in a respectful, kind and caring manner. Throughout his practicum, Mr. Rosch built a positive working relationship with the students. He continues to learn how to reinforce classroom expectation by using positive reinforcements, effective wait time, gestures, proximity and using verbal and non-verbal cues to get and maintain students' attention. Classroom management was a strength of Mr. Rosch's that allowed him to gain the trust and respect from students.</p> <p>Mr. Rosch asked questions daily regarding management strategies and ways to improve when certain behaviours arise.</p>

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>Mr. Rosch uses a variety of ways for students to show their learning and encourages higher-level thinking as seen in his novel study "The Giver". He has a very good awareness of individual students' abilities and is careful to find ways to elicit participation from all students. Mr. Rosch uses appropriate language and listens carefully to the student's responses. He developed clear, concise, step-by-step instructions when delivering his lessons.</p> <p>Mr. Rosch has a calm, soothing voice, which the students respond to. He has improved in checking in with students for understanding and re-teaching if necessary by using the "thumbs up/sideways/down" to see how students are feeling on the concept just taught. Mr. Rosch does a good job letting students know expectations and repeating if needed. He has appropriate hooks and is working on having quick effective closures. Mr. Rosch continues to develop a balance between direct teaching and student engagement (less lecture, more student involvement).</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 do 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>Mr. Rosch uses a variety of ways to assess student learning including observations, anecdotal notes, checklists, rubrics, constructive and verbal feedback, oral quizzes, tests, assignments and "thumbs up/sideways/down". If Mr. Rosch felt that students were not grasping the concepts as well as he hoped, he would revamp his next lesson or reteach the same lesson. He does a good job moving around the room checking in on student engagement, assisting, and encouraging students as needed.</p> <p>Mr. Rosch created opportunities to showcase the students' work. Wall and hall displays highlighted a variety of subject areas (Aboriginal Art, Ancient Rome posters).</p> <p>Mr. Rosch did Interim Reports for each student at the end of his practicum.</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>Ms. Rosch arrived early every day and always stayed after school to ensure that all materials and lessons were ready for the next day(s). He shows a commitment to learning and teaching and establishes appropriate relationships with colleagues and staff.</p> <p>Mr. Rosch attended staff meetings and assisted with recess supervision. He took part in the February Professional Development Day and planned a field trip to the Mount Paul Community Food Centre to link with his Career Education and Physical Health units. Mr. Rosch went on several field trips (skiing two days, skating four times, basketball game at TRU). He also volunteered to create and record Secwepemc phrases for other classroom teachers in the school.</p> <p>Mr. Rosch had several guests come into his class: Mrs. Price for Roots of Empathy, Kamloops Music Collective, Ms. Nielsen and Mrs. Celesta to demonstrate the Kairos Blanket exercise (understanding Canadian history from an Indigenous perspective), and students from Thompson Rivers University to assist with Coding using the online software, Scratch.</p> <p>Mr. Rosch is very good at reflecting on his practice and is willing to incorporate suggestions into future lessons. He listens carefully and acts promptly on constructive feedback. Mr. Rosch demonstrated professionalism and adhered to the Code of Ethics.</p>

SUMMARY COMMENTS

Mr. Rosch displayed a very good level of professionalism throughout his practicum. He is an enthusiastic teacher who shows a commitment to learning and teaching. His confidence and understanding of classroom management continued to show growth. Mr. Rosch self reflects each day and asks his Teacher Mentor questions about his instruction and areas that he can improve on. Once he has more experience with the B.C. curriculum, his direct instruction for each lesson will decrease to allow for more student engagement. Mr. Rosch is passionate about Integrating First Peoples' Principles of Learning into his lessons along with helping other staff members to incorporate Secwepemc language into their classroom. Committed, caring, and dedicated are a few adjectives that come to mind when reflecting upon Mr. Rosch's growth as a teacher Candidate. It is obvious he now feels more comfortable and confident with the students and the demands of teaching. It has been a pleasure to witness his growth over the last two and half months.

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: _____

Teacher Mentor's signature(s): *Michael Caputo*

Faculty Mentor's signature(s): **Carrie Swift**

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