

EDPR 4200 MID-TERM EVALUATION FORM
Bachelor of Education (Elementary) Program

(Completed cooperatively by Teacher Mentor and Faculty Mentor)

Teacher Candidate: Jackson Rosch Date: Feb. 3rd, 2023

School: Westmount Elementary Grade: 6/7

Teacher Mentor(s): Michael Caputo Faculty Mentor: Carrie Swift

EDPR 4200 Mid-Term Evaluation Rubric	
Yes	TC has a solid understanding of content, task requirements and learner needs. There is a consistent and effective performance.
In Progress	TC has shown a developing understanding of content, task requirements and learner needs
No	TC has shown an inadequate understanding of content, task requirement and learner needs. There is inconsistent or ineffective performance. Has not met the criteria for a novice teacher.
Not Yet	TC has not had the opportunity to complete or demonstrate proficiency at this point in the practicum.

PREPARATION AND ORGANIZATION

*Requirements to Consider	Yes	In Progress	No	Not Yet
• Displays knowledge of Big Ideas, Core Competencies, Curricular Competencies, and Content in B.C. curriculum		✓		
• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum.	✓			
• Develops and completes clear unit plans and lesson plans using appropriate format with appropriate time for feedback loop				✓
• Keeps a detailed daybook or planner that another teacher can follow		✓		
• Is well prepared for the day with all materials, resources and planners organized	✓			
• Keeps an organized binder/folder /area including record keeping, assessments, activity sheets, resources and a monthly planner		✓		
• Connects new concepts and subject matter to students' prior knowledge, developmental level, and interests.		✓		
• Prepares a logical sequence of subject matter		✓		
• Uses a range of resources and learning materials	✓			
• Uses a variety of teaching strategies e.g., individual, partner, small group, large group	✓			
• Designs & utilizes an appropriate learning centre(s)				✓
• Incorporates creative and innovative 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 needs and abilities		✓		
• Integrates First Peoples' Principles of Learning and Indigenous Perspectives into unit/lesson plans across the curriculum	✓			
• Uses UDL framework to plan learning that is accessible to all.		✓		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Jackson is gaining a good knowledge of the BC Curriculum. He includes a variety of differentiated instruction in his lessons. The units he has developed include a range of resources and learning materials that also encompass individual work, small group work, along with whole class activities. Jackson is currently working on completing detailed daily and weekly plans with enough details for a TTOC to follow. Jackson is passionate about integrating First Peoples' Principles of Learning into his lessons (Social Studies, stories and Visual Art on a variety of Aboriginal artists). In most lessons, Jackson lets the students know that "Learning takes patience and time" to reassure students, and that "Learning involves recognizing the consequences of one's actions".

Jackson arrives at school early, stays late, and is working towards being fully prepared for the following day.

Goals for Jackson:

- filling out day/week schedules that contain sufficient amount of details
- complete all required units and hand in by the extended due dates

ASSESSMENT

*Requirements to Consider	Yes	In Progress	No	Not Yet
• 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				✓
• Involved in a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans (IEPs)				✓
• Uses assessment and evaluation as an integral part of instruction		✓		
• Clearly connects appropriate assessments to instructional objectives.		✓		
• Plans for a variety formative and summative assessments		✓		
• Engages students in self-assessment and uses it effectively				✓

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Jackson has started to provide students with constructive verbal and written feedback. He created rubrics for Social Studies and for his Visual Arts unit. Jackson has also administered a math quiz and completed a checklist in Physical Education (basketball).

Goals for Jackson:

- to make sure assessment strategies align with the instructional objectives
- to start using a variety of assessment strategies (self-assessments and group assessments)
- to check regularly with the students for understanding

INSTRUCTION

*Requirements to Consider	Yes	In Progress	No
• 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 and respond with appropriate feedback	✓		
• Gives clear instructional criteria and directions (sequential, concise, step by step)		✓	
• Includes an appropriate introductory "hook" and closure		✓	
• Presents lessons which flow smoothly (appropriate transitions, gradual release of responsibility, clearly connects the learning standards, IOs, lesson activities and assessment)		✓	
• Incorporates a balance of direct teaching and student active involvement in time allotted		✓	
• Paces instruction appropriately		✓	
• Delivers lessons confidently and effectively	✓		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Jackson uses appropriate vocabulary for the students' age level. He distributes questions and accepts answers evenly among all students. Jackson has a calm 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. Jackson does a good job letting students know expectations and repeating if needed. He has appropriate hooks and is working on having quick effective closures. One area he will need to work on is to find a balance between direct teaching and student engagement (less lecture, more student involvement).

CLASSROOM MANAGEMENT

*Requirements to Consider	Yes	In Progress	No
• 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 behavioural expectations	✓		
• Encourages responsible student choices	✓		
• Employs positive management techniques	✓		

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Jackson is well liked by the students. He is caring, fair, and respectful. Jackson has increased his use of positive reinforcement and uses this effectively in the classroom. He is consistent in supporting behaviour expectations and uses Countdown from 5 to get students attention. Jackson also has a Noise Limit Gauge/Chart on the wall as a reminder of on task behaviour. He is beginning to circulate around the classroom more often to check for understanding and to make sure that students are on task. One area he will need to work on is to remain firm with the seating arrangements (e.g. not allowing students to sit with their friends during a work period).

PROFESSIONAL QUALITIES

*Requirements to Consider	Yes	In Progress	No	Not Yet
• 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 Teachers' Code of Ethics and BC Standards for Professional Educators (BCCT)		✓		
• 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				✓

Please write comments below: (Comments are intended to elaborate on some of the considered requirements)

Jackson is an enthusiastic teacher who shows a commitment to learning and teaching. He displays a positive attitude and is welcoming to the students and staff. Jackson readily accepts feedback or will ask for feedback/suggestions on his lessons and adjusts his future lessons to fit the needs of the students. He participated in the Professional Development Day on February 3rd. Jackson has started a Homework Club two lunch hours a week for his class and soon plans to extend to other intermediate classrooms.

*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.

Faculty Mentor's signature: _____

Teacher Mentor's signature(s): _____

Teacher Candidate's signature: _____

CC: Teacher Candidate, Faculty Mentor, Teacher Mentor