

Teacher Candidate: Derek Olsen

Date: March 10, 2023

School: [REDACTED]

Grade: 5

Faculty Mentor: [REDACTED]

Teacher Mentor: [REDACTED]

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

[REDACTED] has about 350 students in 17 divisions and is in an urban area of Kamloops, BC. Derek's Grade 5 class consisted of 25 students. The class had a wide range of learning abilities, from emerging to extending in both Math and Language Arts, with 3 IEPs.

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>Derek was well prepared for his lessons, and his plans were thorough. He used a variety of teaching strategies to keep student interest, and he adjusted his plans to match the students' abilities and their progress.</p> <p>Derek set clear objectives, created engaging activities, and prepared all necessary materials in advance. As the practicum progressed, he improved his ability to anticipate potential challenges and have backup plans in place.</p> <p>In terms of organization, Derek was consistently organized and kept track of important dates and deadlines. He had a system in place for grading and record-keeping, which helped to reduce stress and increase efficiency.</p>

Classroom Management	Comments
<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>Derek developed good classroom management techniques. He used positive reinforcement to encourage good behaviours and a supportive classroom culture. Derek was calm and consistent in enforcing classroom expectations.</p> <p>Derek used a range of effective strategies for addressing behaviour problems in the classroom. He addressed misbehaviour calmly and consistently, followed through with consequences when necessary, and sought help from the TM when needed.</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>Derek demonstrated a strong ability to plan and deliver engaging and effective instruction. He developed clear objectives for each lesson, used a variety of teaching methods and strategies to engage students. Derek provided opportunities for all students to apply their learning through hands-on activities and assessments.</p> <p>Derek showed excellent communication skills in delivering instruction. He was clear and concise in his explanations and instructions, and used appropriate language and examples to make the material accessible and relatable for students.</p> <p>Derek used a mix of questioning techniques, and made sure all students had an opportunity to be heard. He was natural and confident in front of the class, and developed a good flow and pacing in delivering his lessons.</p> <p>Derek effectively differentiated instruction to meet the diverse needs of his students. He modified instruction and assessments to meet the requirements of students with learning differences, and provided additional support and resources as needed.</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>Derek provided immediate formative feedback to students during work time, and summative assessments to evaluate student learning at the end of a unit.</p> <p>Derek kept evidence of student learning and was able to report on progress through interim reports as well as orally with colleagues. He used assessment data to guide instruction and identify areas where students needed additional support.</p> <p>Derek will continue to work on developing additional effective assessment strategies.</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>Derek demonstrated a positive attitude, willingness to learn, and professionalism. He worked well with, and showed respect for, other staff members, teachers, and support staff.</p> <p>Derek assisted with coaching a basketball team, running practices and games as well as refereeing other levels. Through four field trips he showed leadership to his own class as well as to other students, and he worked well with parent volunteers.</p> <p>Derek demonstrated a high level of professionalism throughout this practicum. He was punctual and reliable, consistently arrived to class on time, and met deadlines. He also maintained a professional appearance and demeanour in the classroom, which contributed to a positive and respectful learning environment for his students.</p>

**SUMMARY COMMENTS**

Derek has demonstrated throughout this practicum that he has all the makings of a natural teacher. He is patient and calm, with a passion for teaching and for making connections with his students. Planning is thorough and detailed, and classroom management is firm but fair. Derek is well on his way to becoming an excellent teacher, and we strongly feel that any school or district would be lucky to have him.

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): \_\_\_\_\_

Faculty Mentor's signature(s): \_\_\_\_\_

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