

EDPR 4200 FINAL EVALUATION
Bachelor of Education (Elementary) Program

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

Teacher Candidate: Cameron McKerchar Date: March 8, 2023
School: Bert Edwards Science and Technology School Grade: 2
Teacher Mentor: Teresa Weber Faculty Mentor: Peter Samra

SCHOOL CONTEXT: (e.g., school and classroom size, school location)
Cameron McKerchar's placement has been at Bert Edwards Science & Technology School (BEST) "which is a K-6 school of choice with a science focus. Here teachers use the inquiry method to enhance the learning of students throughout the curriculum, and students are immersed in large, meaningful, and broad teaching questions, or 'inquiries' that help connect students to their passions and interests. BEST does operate with an integrated curriculum, fulfilling all the requirements of the redesigned BC Curriculum for grades K through 6." The school is located on the North Shore of Kamloops, at 711 Windsor Avenue. BEST, which is in a lower socio-economic catchment area, enrolls 255 students. Cameron has been in a grade 2 classroom of 18 students, with one student having a Ministry Category "H" with an I.E.P. The students in the class are at different learning levels.

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>Cameron has demonstrated that he is a capable beginning teacher. His content knowledge was solid in what he taught with a few bumps, but he quickly made necessary corrections. His content was appropriate and in accordance with the goals and objectives of our BC Curriculum. Cameron's daybook has been detailed with purpose and intentions clearly laid out. His unit and lesson plans meet criteria. He was well prepared to teach each day. Cameron's record keeping was organized with assessment information and student work. Short- and long-term planning was only in unit plans as were teaching resources. Relevant resources were always nearby. Cameron made attempts to connect subject matter to student interest, but it seemed more connected to his own interests or passions. It was at grade level though and students managed it well. With help and guidance, he was able to match assessment to learning standards and understood the purpose behind this. Cameron used a variety of resources, learning materials and teaching strategies. Even though learning centers were not deemed mandatory by TRU, Cameron attempted to use stations in a math lesson and to assess student understanding in science concepts. He was able to differentiate instruction to meet students' abilities. Time and experience will strengthen his organization of lessons and units. In science lessons, there was evidence of extensive preparation for engaging hands-on activities. He has been able to provide detailed and revised plans as required to meet the needs of the students in the class.</p>

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>Cameron was being encouraged to build connections with learners to improve his relationships with them, particularly more challenging students. With more teaching experience in the future as a novice teacher, his responses to behaviour will need to focus more on what the student are doing instead of what they are not doing. Cameron has made attempts to give praise to students that were being responsible. He was learning to encourage responsible choices. This was clearly visible in his volleyball lesson. Cameron was able to develop his own routines with students, as far as expectations and behaviour management, that were a bit cumbersome but fair and consistent. Students were engaged, and he maintained focus for active and on-task learning. Cameron developed an awareness of the need to scan the entire class and gym to watch for appropriate engagement.</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 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>Cameron used a variety of questioning techniques, but most questions were single answers. He was more than willing to try varying his questions. He did well when asking questions from all around the room, making sure everyone had a chance to answer. Cameron used appropriate vocabulary and his voice effectively. His speaking pace was fast but he was open to suggestions and varied his speech. Cameron's oral and written language was correct and at an appropriate level for this grade. He was particularly good at asking students for understanding when moving around the room, checking in. Cameron worked very hard at developing clear and concise directions. At the beginning, he struggled with giving too many directions at once but quickly learned to give just a few, bring students back and deliver more when students were ready. He has been particularly good at delivering lessons and then contacting each student while they were engaged. Cameron's lessons flowed smoothly, and transitions were good, with some front loading for more challenging students. Most of his lessons were a good balance of direct teaching and active student involvement so that students were very engaged. He listened attentively to students to check for understanding. Cameron has been able to clarify and re-instruct when there was misunderstanding, whether as a class or one-on-one. He seemed to have good knowledge of students in terms of their learning strengths or challenges.</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>Cameron's assessment practices included verbal feedback, anecdotal notes, checklists, observations but most assessment is based on rubrics included in unit plans. When an assessment choice did not work with science, he chose to assess small group centers which worked much better. He was encouraged to attempt running records and whole class reading assessments. Student self-reporting was attempted but not used consistently; it was mostly used in the gym. In Physical Education, he was able to check, compliment, correct, and have students practice the correct format for volleying a volleyball. Cameron used student work and observations to assess student progress. Even though assessment and evaluation were not directly taught by TRU, he did respond well to suggestions. Cameron was unable to work on Report Cards with the teacher mentor because of timing, but he wrote reports based on curricular big ideas, competencies and content which mimicked the report card model used. Proficiency scales matched curricular outcomes and comments displayed knowledge of each student's strengths and stretches. Cameron has been adding more assessment information to his assessment folder/binder throughout the 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>Cameron assumed classroom responsibilities and made them his own. He was able to develop systems that worked for him with the class. He arrived at school early and stayed until his daybook and lessons were ready for the next day. Cameron showed a commitment to learning and teaching and was open to suggestions for improvement. In one instance, he realized the information he gave the students was incorrect, so he corrected it the next day. He has been very respectful of others and worked hard to see the students' point of view. Cameron understands and respects the confidential nature of professional information, knowing how to dispose of privileged information correctly. He worked hard to build relationships with administration and received necessary support for behaviours within the class. The vice principal seemed very impressed with his science lesson.</p> <p>Cameron has been very reflective and self-evaluative towards his teaching as well as his own behaviour choices. Being harder on himself, he would accept responsibility immediately and made necessary corrections. With his loud, firm, and clear voice, he has demonstrated a strong teacher presence in the classroom and gym. Cameron connected well with</p>

	<p>other teachers and planned to observe their lessons in his final week of the practicum. For more experience, he was also planning with his fellow teacher candidate to teach a lesson in each other's classrooms. Cameron has always been positive and demonstrated professionalism.</p>
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SUMMARY COMMENTS

Cameron has experienced a lot of growth as a teacher. At the beginning, he was a bit reluctant, and students felt this. As his confidence and experience deepened, he became more willing to take risks in his teaching. This came across as a firmness and confidence that the students responded well to. With more experience and time, Cameron's organization of lessons and planning will become stronger. He was being encouraged to make positive connections that are so vital for more vulnerable learners. His reflective skills, and willingness to accept and act on constructive feedback will aide him in progressing in a teaching career and becoming more proficient in his instructional techniques.

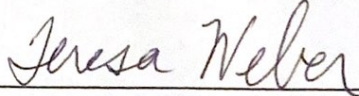
Cameron's mentors are satisfied with his progress during the entire ten weeks of his practicum. With time and experience, he will be a fine role model for elementary students, and we welcome him to the profession.

It has been a pleasure mentoring you, Cameron! Good luck to you in the future.

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