

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

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

Teacher

Candidate: Lamech Fuzzen

Date: March 8/ 2023

Section removed to protect the privacy of students and teachers.

DREAM

EXPLORE

DISCOVER

CREATE

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 	<ul style="list-style-type: none"> - Over the 10-week practicum, Mr. Fuzzen demonstrated good growth in a variety of areas. In particular, Lamech improved in his ability to elaborate on and clarify the essential elements of his long and short term planning. This was reflected in lessons that increasingly unfolded more logically and sequentially, had greater attention to significant details, and included hands-on and minds-on opportunities for students to pursue and demonstrate their learning. At the root of his growth in this area was his stance on being reflective and open to advice and suggestions, and incorporating these into his future planning. He will continue to focus on diversifying his approaches to teaching and learning. His planning and teaching reflected a good working knowledge of the BC Ed Plan content and pedagogy. - Lamech was generally well-organized, and as a result, his materials, plans, and operations were ready for instruction. He created a week plan, and lesson plans and daybook entries were prepared for each day of the week. He will continue to focus on articulating dayplans that a TTOC could teach from. As the practicum progressed, he became committed to seeing planning as an integral part of good teaching practice and that commitment enhanced his success in the class. This contributed to his growing teacher confidence. - Lamech's teaching materials and strategies included content and approaches to serve the variety of intelligences and skills within the classroom. He was attentive to using the UDL framework and differentiation to support the variety of learners and their individual needs. - His units and lessons increasingly were prepared logically and with a better balance between instruction and engaging activities. He will continue to focus on introducing opportunities for extending thinking into the creative and critical thinking zones. The goals and

	<p>intents of the lessons were communicated to the students before, during and after instruction (through assessment and anecdotal feedback). His assessment strategies increasingly became more authentic, varied, and informative for both the teacher and the students.</p> <p>- Lamech introduced Indigenous content and processes in a number of ways. He did a unit on the Seven Grandfathers Teachings, and integrated Indigenous legends and poetry into a variety of lessons. He successfully demonstrated First Peoples Principles of Learning in his teaching practice.</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>- Lamech was continuously exploring ways of dealing with a variety of class management situations; and as a result, he developed a broader repertoire of strategies and tools. He grew in his ability to set clear expectations for learning and behavior and to reinforce them. As the practicum progressed, he demonstrated the ability to modify or add expectations when the need for adaptations and flexibility became apparent. He used a combination of incentives, positive reinforcement, and accountability measures. He will continue to explore and add strategies compatible with a variety of management situations.</p> <p>- Through the course of the practicum, Lamech demonstrated growth in his ability to introduce group and student-specific behavior management techniques to keep students more focused without disrupting the flow of the lesson. During work sessions, he was highly engaged in moving around the room checking in with students and making connections.</p> <p>- During informal times, he took the time to develop connections with the students, which not only reduced the frequency and intensity of behavior issues, but it made his responses more specific to individual students. He gained awareness of the importance of employing strategies and approaches for dealing with social issues, making good decisions, and interacting with others in kind and responsible ways.</p> <p>- Lamech has been developing a recognition at earlier stages for when students are 'steering off course'. He has increasingly dealt with these situations in a calm and positive manner, quite often re-directing them before they could escalate. He will continue to focus on adopting a positive intervention stance. A strength is his ability to let students know and understand that he is listening to their needs and cares about their successes and challenges.</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 	<ul style="list-style-type: none"> - This is an area where Lamech successfully made a number of additions and modifications to his initial approach to instruction. As his understanding of the connection between relevance and engagement deepened, his instruction became more varied and creative, but also more clear and purposeful. This will be an area of continued focus as he explores the balance between direct instruction and student engagement. - Lamech increasingly demonstrated a more natural and skillful approach to teaching. Although lessons were well-planned, he gained the ability to adapt to positive or challenging situations that might arise. - Especially in the latter half, his lessons were more coherent and cohesive. As a reflective learner, he critically evaluated his lessons and considered and implemented suggestions for making them even more successful. An area of continued focus will be in creating relevant and engaging hooks and closures. - His questioning techniques became more varied and skilled, encouraging students to explain, deepen, connect, and extend their thinking and learning. - Lamech promoted students being active participants in their learning by incorporating student interests and suggestions in a variety of ways in discussions and activities. He used humor and introduced 'fun' and intrigue into activities to promote student engagement. - Lamech was genuine, comfortable and confident in the classroom, whether it was teaching a lesson or moving around the room touching base with individual students during work sessions. - He included a variety of different resources and materials in the lessons. He used Google Classroom effectively.

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 	<ul style="list-style-type: none"> - Lamech employed a number of summative and formative assessment methods to provide students and himself with ongoing, instructive feedback, and maintained appropriate data records sufficient for clear and detailed reporting. He completed and sent home a comprehensive interim report that reflected a good knowledge of each student. He will continue to focus on building his inventory of assessment tools and approaches for organizing the data. - He focused on getting to know his students' personalities and learning inclinations which helped him in guiding each individual towards success. He employed a number of self-assessments, both formally and informally, and will continue to explore further options. - His Teacher Mentor in-serviced him on how to create data for reporting and on how to use MyEdBC. He met with the LART to discuss IEP's.

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 	<ul style="list-style-type: none"> - Lamech's teaching persona is enthusiastic, respectful and caring. There has been excellent growth in the natural flow to his teaching, primarily through a desire to learn by self-reflection and appreciation of feedback. As a result, he demonstrated a fine ability to navigate and negotiate the highly varied and complex elementary class environment. I believe that he could enter any classroom and teach successfully based on his performance in this practicum. - He readily assumed all classroom teacher roles and duties, and engaged with and became a significant part of the school community. He helped out with a class lunch hour drama club. - Lamech spent many hours at the school and at home creating interesting teaching plans and ensuring that he was well-prepared for teaching. - He showed fine relationship building abilities with students, TRU peers, staff, and administrators. He connected with other teachers to share ideas and find out the various activities and routines that characterized their classrooms. - He holds himself to a high standard, and displays a self-motivated enthusiasm for being the best that he can be.

SUMMARY COMMENTS – Lamech enjoyed a successful practicum in a variety of ways. He is interpersonally intuitive and highly professional with the skills, attitudes of lifelong learning, and personality characteristics for becoming an engaging and caring teacher. He nurtured meaningful learning experiences, not only for the grade six students, but for himself as well, as he crafted and fine-tuned his teacher vision and practice. At the core of this vision and practice is that the teaching and learning environment should be safe, engaging, relevant, and interactive. This set the stage for curiosity leading to inquiry, critical and creative thinking, and being active and enthusiastic participants in learning experiences; key attributes of the BC Ed Plan. Lamech has demonstrated that he is at the front of the learning curve for becoming an excellent teacher and he would be a fine asset for any school community

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

* 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 _____

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