



Education & Social Work

EDPR 4200 FINAL EVALUATION
Bachelor of Education (Elementary) Program

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

Teacher Candidate: Jacob Purdon Date: March 4, 2023
School: North Canoe Elementary Grade: 3/4
Teacher Mentor: Laura Tomlinson Faculty Mentor: Carol McAndrew

SCHOOL CONTEXT: (e.g., school and classroom size, school location)
North Canoe Elementary is a small K-5 rural school located in School District # 83 (North Okanagan Shuswap) with 75 students. Mr. Purdon taught in the grade 3/4 class consisting of 19 students with 3 IEPs.

Table with 2 columns: Preparation and Organization, Comments. Includes a list of suggested areas for comment and a detailed comment on Mr. Purdon's performance.

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. Purdon had a positive and respectful presence in the classroom while engaging students in their learning. He implemented consistent, fair and firm expectations of behavior using a stop light system to remind students of voice levels and work expectations. He consistently encouraged students to make positive choices and also set fair consequences if they did not make good choices. Mr. Purdon also developed a weekly job board for students as helpers in the class and had some fun rewards to motivate students to do clean up at the end of the day.</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>Good questioning strategies are emerging with Mr. Purdon as is effective use of voice. Oral and written language was good and he was an active listener, consistently checking for student understanding and redirected and retaught as needed. Instructional directions have become more explicit, modelled and broken down into steps that students could follow. Lesson hooks were engaging with Mr. Purdon working hard on pacing that resulted in lessons that flowed smoothly with good transitions between lessons and connected to learning outcomes. There was a good balance between direct teaching and student activity. His confidence and effectiveness of lesson delivery has really developed in the latter part of the practicum especially during the time his mentor teacher was away when Mr. Purdon ran the class under the supervision of a TTOC. In the final week of practicum Mr. Purdon arranged to teach in a colleague's class and had invited the principal in to garner further feedback.</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>Mr. Purdon offered timely oral and written feedback to students always encouraging them to do their best. He used and developed a variety of assessment tools inclusive of anecdotal notes, quizzes, discussions, experiments, writing rubric (co-created with the students) and completed multiple PM Benchmarks assessments in reading. Mr. Purdon also completed report card comments for Science and PHE and participated in School Based Team meetings. In his writing unit he effectively used student self-assessment with the use of a rubric.</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>From the outset, Mr. Purdon jumped in and assumed classroom and school duties. He arrived early and stayed after school to ensure he was ready for the following day. His love of learning and teaching shone through and he was a good role model for students. He built strong relationships with colleagues, support staff, parents and students. Mr. Purdon was always seeking ways to improve his practice and incorporated mentor and colleague feedback into future lessons. He planned and conducted a fieldtrip to Larch Hills for cross country skiing, trained and supervised the lunch hour student monitors for kindergarten and participated and won the SD #83 Move and Groove Challenge. He participated in staff meetings and professional development opportunities as well as a half day seminar with the faculty mentor.</p>

SUMMARY COMMENTS

Mr. Purdon is a very capable teacher candidate. He created engaging, creative, hands on learning opportunities for students encouraging them to be curious. He connected well with this age group which has diverse social, emotional and academic abilities and needs. Mr. Purdon is an enthusiastic and committed educator with a great deal to contribute to the profession. He would be an asset to any school staff. All the best in your future endeavors.

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: MP

Teacher Mentor's signature(s): [Signature]

Faculty Mentor's signature(s): Carol McAndrew

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