

Teacher Candidate: **Ms. Julia Minaker**

Date: March 10th, 2023

School: Westsyde Elementary

Grade: One

Faculty Mentor: Carrie Swift

Teacher Mentor: Kristin Glassel

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

Westsyde Elementary has approximately 260 students, located in a neighbourhood where both suburban and rural neighbourhoods exist within the catchment area. This Grade One class has 21 students (11 boys and 10 girls) with one student on an IEP (Category G). There is one hour of support each day from a Certified Education Assistant (CEA).

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 	<p>Ms. Minaker is very organized and well prepared for each day. She demonstrated from early on in her practicum that she can independently plan and execute comprehensive lessons in accordance with the goals and objectives of the B.C. Grade One Curriculum. Ms. Minaker's lesson plans were detailed and even included visuals of the activity being taught. She knew when to adjust lessons to ensure a logical sequence of subject matter along with how to differentiate instruction to meet the diverse learning needs of the students.</p> <p>Ms. Minaker prepares very relevant learning centres in English Language Arts, Math, Science, ADST and Social Studies. Centres are age appropriate and directly support the curriculum through fun and engaging opportunities along with providing hands-on and interactive ways to explore new concepts. Ms. Minaker is able to connect and make integrated units. A few examples: In Health Education they learned about feelings and then in Visual Arts they sculpted their</p>

<ul style="list-style-type: none"> Plans for differentiated instruction to meet students' varying abilities 	<p>feelings, read books and wrote about their feelings in Language Arts. In Physical Education the students counted how many times they bounced the ball as well as how many times students in small groups bounced the ball to connect to her Math unit on addition.</p> <p>Ms. Minaker also uses a variety of ways for students to show their learning through discussions, thumbs up/sideway/down, drawing, writing, stations and group activities.</p> <p>Ms. Minaker had the First Peoples' Principles of Learning embedded in her units to support or lead her lessons. For example in her Social Studies unit she made a virtual guided tour of T'Kemlups and then shared this resource with several other primary teachers to show their class. She also taught Secwepemctsin words for math concepts she was teaching (long, short, tall, and wide) and vocabulary in her Social Studies Community Unit (mountain, river etc.).</p> <p>Ms. Minaker keeps an orgainzed system of record keeping, including assessment information, student activities, checklists, short and long term planning, and teaching resources. She has taken advantage of the materials available at the Henry Grube Centre and incorporates these resources into her lessons. Ms. Minaker arrives at school early, stays late, and is well prepared for the following day(s).</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>Ms. Minaker is well liked by the students. She is caring, fair, respectful, but firm when needed. Ms. Minaker makes sure all students are included and feel part of the classroom community. She establishes and maintains classroom routines and expectations. Ms. Minaker is consistent in supporting behaviour expectations and uses a variety of ways to get students attention ("If you can hear me, hands on your head", 1,2,3 eyes on me, ringing a bell and waiting for attention and</p>

	"Quiet in 3,2,1"). She encourages students to make good choices and allows students the opportunity to practice this.
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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>Ms. Minaker uses her voice effectively (inflection, tone, pacing, projection, expression, fluency, volume) when addressing the class or giving instruction. She uses a variety of questioning techniques to help facilitate and guide student learning. "Can you tell me more...", "How did you get that answer?, Can you show our friends how you solved this problem?" are a few examples.</p> <p>Ms. Minaker demonstrates correct usage of oral and written Language when teaching, especially when implementing the Jolly Phonics Program for Language Arts. She listens attentively to students in order to check for understanding, and will re-teach if necessary. Ms. Minaker has learned to incorporate a balance of direct teaching and student active involvement when planning her lessons. She is now able to pace her instruction appropriately and has activities for early finishers if needed. Ms. Minaker is continuing to develop the ability to incorporate closures to the end of her lessons.</p> <p>Ms. Minaker arranged for various presenters to come into the classroom, such as their Aboriginal Educational Worker to present about Powwows and Regalia, and the District Math Resource Teacher (C. Morrow) to come and work with the class while Ms. Minaker helped support the lesson on Pentominoes. She also arranged for Jaimi Garbutt from the City of Kamloops to come and present to her class and extended the opportunity for other classes to partake in this opportunity on either recycling or our cities water systems.</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>Ms. Minaker keeps an excellent record of student progress including work samples, rubrics, anecdotal observations, self-assessments, sharing with others, and checklists. In her assessments on her Google Drive folder she has examples/notes to why a student is at a certain point on the proficiency scale. Ms. Minaker completed Primary Reading Assessments, Math assessments, and even had students set a goal for themselves to revisit and self-reflect on their progress.</p> <p>Ms. Minaker did a good job giving specific, constructive verbal and written feedback and increased her use of positive reinforcement as her practicum continued. Ms. Minaker wrote Interim reports for each student at the end of her practicum. Ms. Minaker participated in an I.E.P. meeting and provided feedback and suggestions to help support the student.</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>Ms. Minaker arrived early every day and always stayed after school to ensure that all materials and lessons were ready for the next day(s). She willingly assumed classroom responsibilities, such as changing dates on the board at the end of the day, changing the visual schedule, and getting materials ready for calendar. Ms. Minaker also took on supervision duties, attended staff meetings, participated in SD 73 Diversity Film Festival, organized multiple guest speakers to come to the class including the principal, and participated in professional development opportunities. She participated in all school theme days (western, pj, rainbow, plaid, pink shirt day). Ms. Minaker helped facilitate and led a primary Art Club once a week during the lunch hour and</p>

	<p>organized and led a primary craft activity during Kindness week for over 60 primary students.</p> <p>Ms. Minaker is very good at reflecting on her practice and was willing to incorporate suggestions into future lessons. She listens carefully and acts promptly on constructive feedback.</p> <p>Ms. Minaker is very professional and friendly with all staff members.</p>
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SUMMARY COMMENTS

Ms. Minaker displayed an excellent level of professionalism throughout her practicum. She is an enthusiastic teacher who shows a commitment to learning and teaching. Ms. Minaker spent five separate days in the classroom before her practicum even began so that she could get to know the students and their routines. Organized, committed, caring and dedicated are a few adjectives that come to mind when reflecting upon Ms. Minaker's growth as a Teacher Candidate. It is obvious she feels comfortable and confident with the students and the demands of teaching. It has been a pleasure to witness her growth over the last two and half months.

Wise is the School District that will hire Ms. Minaker. Lucky are the students who will have her as a teacher!

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:

Minaker

Teacher Mentor's
signature(s):

K. Hassel

Faculty Mentor's
signature(s):

Carrie Swift

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