

A final report has been filled out for Moses, Stephanie by cheryl meffe.

Student Teaching Final Report			
Teacher Candidate	Moses, Stephanie (s0952352)	Classroom Teacher	cheryl meffe
Classroom Teacher Email	cheryl.meffe@gapps.yrdsb.ca	School	Buttonville P.S.
Grade	Multiple Grade Levels (Elementary)	Subject	Math, Language, Social Studies, Art, Music , Health
Placement	Second Placement	Observation	4
Date	2021/04/30		
Professional Commitment/Responsibility			
Is enthusiastic toward teaching & learning			Outstanding
Understands/complies with education laws/policies			Outstanding
Exhibits professional standards in appearance			Outstanding
Is prepared			Outstanding
Is punctual			Outstanding
Is enthusiastic about instructional content			Outstanding
Demonstrates ethical integrity			Outstanding
Maintains confidentiality as appropriate			Outstanding
Professional Relationships/Fairness			
Maintains high expectations for self and all others			Outstanding
Considers diverse opinions and perspectives			Outstanding
Exemplifies respect for self and all others			Outstanding
Recognizes & promotes diversity of individuals & groups			Outstanding
Acts compassionately towards all others			Outstanding
Is patient and flexible			Outstanding
Collaborates with peers & supports their development			Satisfactory
Critical Thinking and Reflective Practice			
Is able to think critically & effectively solve problems			Outstanding
Addresses issues & concerns in a professional manner			Outstanding
Seeks and accepts help when needed			Outstanding
Reflects upon his/her professional practice			Outstanding
Sets goals for continuous improvement			Outstanding
Evaluates attainment of professional goals			Outstanding
Standard 1: Learner Development			

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
Exceptional	Stephanie has met the needs of students with a variety of strengths and needs (from gifted to students with IEP's). She ensures they are motivated and confident learners.
Standard 2: Learning Differences	
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Exceptional	Stephanie ensures an inclusive learning environment for all cultures and continually celebrates all kinds of diversity within the classroom.
Standard 3: Learning Environments	
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.	
Advanced	Stephanie continually gives positive reinforcement to all students with respect. She is consistently organized and flexible.
Standard 4: Content Knowledge	
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	
Advanced	Stephanie consistently delivers the curriculum expectations and is aware of all students' needs and strengths.
Standard 5: Application of Content	
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Exceptional	Stephanie develops activities that enhance creativity and independent problem solving within the class and throughout the curriculum.
Standard 6: Assessment	
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Exceptional	Stephanie has developed assessment tools both in-class and online, such as Kahoot, rubrics, polls (Nearpod) and unit tests. She gives students individual feedback on their strengths and needs. Assessment is differentiated depending on the students.
Standard 7: Planning for Instruction	

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Exceptional	Before each lesson Stephanie clearly articulates learning goals. She is aware of community backgrounds and interests. She is always aware to meet these needs (ie, ELL learners as well as ELL parents).
Standard 8: Instructional Strategies	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Exceptional	Stephanie continually uses a variety of instructional strategies to meet student's needs such as Jam Boards, Kahoot, Nearpods, Uju, as well as PowerPoints. She meaningfully integrates technology throughout the instructional day.
Standard 9: Professional Learning and Ethical Practice	
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
Advanced	Stephanie continually reflects upon her practice and seeks professional development through feedback from teachers as well as administrators. She always exhibits exemplary ethical behaviour.
Standard 10: Leadership and Collaboration	
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
Advanced	Stephanie exceeds expectations on all Critical Dispositions. She often seeks opportunities to share ideas with colleagues.
Comments/Growth Plan	
Stephanie has been a very strong teacher candidate. She is well respected by students, teachers and administrators. She is flexible, punctual, and always open to new ideas. She is continually learning various strategies with the use of technology. She is always aware of all the students' strengths and needs in the class. Stephanie risk-takes within the class, when trying new ideas. She is aware of the curriculum, as well as a variety of evaluation techniques. Stephanie is warm and patient when working with the students, and displays a sense of humour that they enjoy. I feel that Stephanie would be a great asset to any classroom setting.	
Final Recommendation	
Satisfactory	