

St. Maurice Evaluations

Name of Student	Krista Byers	Cooperating Teacher	Shana McCallery
School	St. Maurice	Subject Area/Grade	English L.A. - Grade 10

This form reflects the course expectations of practicum courses in Education Year 4/1 AD and Education Year 5/2 AD and is designed to provide constructive feedback to students. Please provide a copy for the Faculty Supervisor and submit by the date agreed upon  
 Indicator Code: B – Beginning Expectations, D – Developing Expectations, M – Meeting Expectations N – Not Observed N/A – Not Applicable

**A. DEVELOPS AND SUPPORTS A POSITIVE LEARNING ENVIRONMENT**

PLANNING FOR STUDENT LEARNING	
<b>Lesson plan:</b>	
Includes General and Specific Learning Outcomes	M
Integrates across subject areas	M
Differentiates content, process and/or product to adapt for students' strengths and weaknesses	M
Includes group activities with roles for each group member where appropriate	M
Includes activators of prior knowledge	M
Includes description of Activity/Procedures	M
Gathers and assembles teaching materials prior to instruction	M
Uses a variety of resources including text, technology, concrete materials, and visuals	M
Generates own teaching materials as needed	
PLANNING FOR ASSESSMENT/EVALUATION	
Evaluation materials and methods relate to outcomes and to guided practice	M
Provides independent practice	M
Uses specific and relevant assessment criteria	M

*Krista is highly sensitive to the diverse needs of students in varied learning environments. She is very purposeful and well organized. Her evaluation methods are both innovative and appropriate.*

**B. DEVELOPS AND IMPLEMENTS AN EFFECTIVE INSTRUCTIONAL PROCESS**

PROVISION OF LEARNING EXPERIENCES AND DELIVERY STRATEGIES	
Can state relationship between the lesson, short-term and long-range outcomes	M
Demonstrates sound knowledge of lesson content	M
Provides students with encouragement and opportunities to be actively involved in their own learning	M
Activity was understood, appropriate, and fit the task	M
Activating activity is evident	M
Alters teaching strategies when necessary	M
Explains, demonstrates and provides guided and independent practice	M
Uses indirect teaching activities when appropriate (eg. learning centers, seatwork)	M
Use of technology enhances classroom presentations	M
Encourages good work habits	M
Clear instructions are given at an appropriate level, in appropriate detail, chunking and sequence	M
Questions using convergent & divergent questions and probes, and provides appropriate wait times and feedback	M
Uses several presentation approaches to accommodate different learning styles	M
Holds and focuses student attention	M
Uses oral and written language effectively to explain, communicate and give directions	M
Uses appropriate grammar in oral and written expression	M
Has an effective teaching voice (pitch, volume, intonation)	M
Creates a safe and supportive environment	M
Encourages positive interactions among students	M
Takes advantage of spontaneous opportunities to teach across the disciplines	M
Lesson was appropriately summarized or lesson closure was effective	

*Krista creates an active and engaged atmosphere for learning. Her enthusiasm and creativity are infectious and illustrate her love of and commitment to the learning process.*

CLASSROOM MANAGEMENT	
Engages students' attention before beginning instruction	M
Behaviour expectations are communicated clearly	M
Distinguishes between individual and whole group management issues	M
Is aware of student behavior around the classroom	M
Is able to stay calm and take action when needed	M
Effectively utilizes proactive and reactive strategies when appropriate	M
Responds appropriately to interruptions and disruptions	M
STUDENT ASSESSMENT/EVALUATION	
Encourages students to reflect upon their learning	M
Uses a variety of assessments (discussion, observation, formal and informal testing)	M
Gives consistent and appropriate feedback	M

Krista is quickly adapting to the necessary reality of the classroom experience. She is becoming comfortable with her authority.

Her evaluations reflect a balanced cross section of approaches and strategies.

### C. DEVELOPS PROFESSIONALISM AND STUDENT RELATIONS

PROFESSIONALISM	
Assumes classroom and other school-related responsibilities without prompting	D
Provides collaborating teachers and faculty advisors with detailed lesson plans	M
Draws upon a range of educational theories and practices	M
Is developing a personal teaching style that reflects an openness to innovative ideas	M
Works effectively with faculty advisor, cooperating teacher(s) and other school staff	M
Seeks, accepts, and acts on constructive feedback from others	M
Demonstrates self-reflection	M
Shows a commitment to learning	M
Takes advantage of professional development opportunities	M
Demonstrates professional conduct consistent with the MTS Teachers' Code of Professional Practice	M
STUDENT RELATIONS	
Has developed a good rapport with students	M
Shows no bias or preference in relation to students	M
Demonstrates care for and respects students collectively and as individuals	M
Considers student emotional and comprehension needs and developmental stages	M
Demonstrates knowledge of the needs of special groups of students (e.g. minorities, gifted, at-risk) and adapts for individual interests, differences and needs	M

Krista takes her task as a pre-professional educator very seriously. She is courteous, conscientious, contemplative and open to recalculation. She takes guidance well and is a very quick study.

### General Comments:

Student Teacher Krista Byers Faculty Supervisor [Signature] Cooperating Teacher [Signature]

Copy - Student Teacher, Faculty Supervisor, Cooperating Teacher Signatures acknowledge receipt of assessment.



Name of Student	Krista Byers	Cooperating Teacher	Shaan McCaffrey
School	St. Maurice	Subject Area/Grade	ELA Grades 10 & 12

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Indicator Code: B – Beginning Expectations, D – Developing Expectations, M – Meeting Expectations, N – Not Observed, N/A – Not Applicable

#### A. DEVELOPS AND SUPPORTS A POSITIVE LEARNING ENVIRONMENT

PLANNING FOR STUDENT LEARNING	
Lesson plan:	
includes General and Specific Learning Outcomes	M
integrates across subject areas	M
differentiates content, process and/or product to adapt for students' strengths and weaknesses	M
includes group activities with roles for each group member where appropriate	M
includes activators of prior knowledge	M
includes description of Activity/Procedures	M
Gathers and assembles teaching materials prior to instruction	M
Uses a variety of resources including text, technology, concrete materials, and visuals	M
Generates own teaching materials as needed	M
PLANNING FOR ASSESSMENT/EVALUATION	
Evaluation materials and methods relate to outcomes and to guided practice	M
Provides independent practice	M
Uses specific and relevant assessment criteria	M

Krista is extremely thorough and purposeful in regards to her lesson plans. She invests a good deal of time and effort in ensuring that her classes are well mapped out and rich with resources.

#### B. DEVELOPS AND IMPLEMENTS AN EFFECTIVE INSTRUCTIONAL PROCESS

PROVISION OF LEARNING EXPERIENCES AND DELIVERY STRATEGIES	
Can state relationship between the lesson, short-term and long-range outcomes	M
Demonstrates sound knowledge of lesson content	M
Provides students with encouragement and opportunities to be actively involved in their own learning	M
Activity was understood, appropriate, and fit the task	M
Activating activity is evident	M
Alters teaching strategies when necessary	M
Explains, demonstrates and provides guided and independent practice	M
Uses indirect teaching activities when appropriate (eg. learning centers, seatwork)	M
Use of technology enhances classroom presentations	M
Encourages good work habits	M
Clear instructions are given at an appropriate level, in appropriate detail, chunking and sequence	M
Questions using convergent & divergent questions and probes, and provides appropriate wait times and feedback	M
Uses several presentation approaches to accommodate different learning styles	M
Holds and focuses student attention	M
Uses oral and written language effectively to explain, communicate and give directions	M
Uses appropriate grammar in oral and written expression	M
Has an effective teaching voice (pitch, volume, intonation)	M
Creates a safe and supportive environment	M
Encourages positive interactions among students	M
Takes advantage of spontaneous opportunities to teach across the disciplines	M
Lesson was appropriately summarized or lesson closure was effective	M

Krista's youth, interactive manner and exuberance for teaching are in evidence in all of her classes. She creates a comprehensive learning environment, where students of diverse backgrounds, perspectives and talents can feel comfortable. Her instructions are clear and structured, and she follows up continuously a strong commitment to the learning process that she initiates.



CLASSROOM MANAGEMENT	
Engages students' attention before beginning instruction	M
Behaviour expectations are communicated clearly	M
Distinguishes between individual and whole group management issues	M
Is aware of student behavior around the classroom	M
Is able to stay calm and take action when needed	M
Effectively utilizes proactive and reactive strategies when appropriate	M
Responds appropriately to interruptions and disruptions	M
STUDENT ASSESSMENT/EVALUATION	
Encourages students to reflect upon their learning	M
Uses a variety of assessments (discussion, observation, formal and informal testing)	M
Gives consistent and appropriate feedback	M

Krista's organizational skills and straight forward directives enable her to maintain a productive classroom environment. With experience she will become even stronger in this area. For a beginning level professional, she shows much promise.

### C. DEVELOPS PROFESSIONALISM AND STUDENT RELATIONS

PROFESSIONALISM	
Assumes classroom and other school-related responsibilities without prompting	M
Provides collaborating teachers and faculty advisors with detailed lesson plans	M
Draws upon a range of educational theories and practices	M
Is developing a personal teaching style that reflects an openness to innovative ideas	M
Works effectively with faculty advisor, cooperating teacher(s) and other school staff	M
Seeks, accepts, and acts on constructive feedback from others	M
Demonstrates self-reflection	M
Shows a commitment to learning	M
Takes advantage of professional development opportunities	M
Demonstrates professional conduct consistent with the MTS Teachers' Code of Professional Practice	M
STUDENT RELATIONS	
Has developed a good rapport with students	M
Shows no bias or preference in relation to students	M
Demonstrates care for and respects students collectively and as individuals	M
Considers student emotional and comprehension needs and developmental stages	M
Demonstrates knowledge of the needs of special groups of students (e.g. minorities, gifted, at-risk) and adapts for individual interests, differences and needs	M

Krista has always maintained a strong working relationship with her co-operating teacher. She takes constructive feedback well and adapts quickly. She is very conscientious and has gone beyond the call of duty in passing on resources and performing volunteer work in extra curricular activities, such as serving as a judge at a high school debating tournament.

#### General Comments:

Krista has a real zest for knowledge, a great affection for adolescents and an ongoing commitment to enhance the learning process. She would be an asset in any classroom, and I highly and enthusiastically recommend her!

Student  
Teacher



Faculty  
Supervisor



Cooperating  
Teacher



Copy - Student Teacher, Faculty Supervisor, Cooperating Teacher

Signatures acknowledge receipt of assessment.



This form reflects the course expectations of practicum courses in Education Year 4/1 AD and Education Year 5/2 AD and is designed to provide constructive feedback to students. Descriptions of the criteria/indicators are located on the Ongoing Formative Assessment form. Comments should be discussed with the student.

Name of Student	KRISTA BYERS	Faculty Supervisor	B. Thompson
School	ST. MAURICE	Cooperating Teacher	Shaun McCaffrey
Date	Dec. 3/09	Subject Area/Grade	EN 10 ANIMAL FARM

#### Comments/Recommendations

**Planning** - lesson plan provides for general objectives related to the novel Animal Farm. What specific learning objectives did you have or is this primarily an introduction lesson? A good variety of activities are provided. Visuals include the whiteboard and texts (novel). Activates class immediately no waste of time with an introduction to fairy tales and brainstorming followed.

**Instructional Process** - Activities are designed to relate fairy tales to Animal Farm. Good use is made of the "questioning" process. Lots of volunteers and "specific individuals" are always involved. (Krista always enjoys her numerous interactions during brainstorming) Students raise hands and are well-trained in appropriate behaviors. She guides students smoothly through discussions and provides clear instructions. She circulates well and shows a good awareness of all efforts and behaviors. Students were attentive and worked well in groups. Noise level was acceptable. Everyone is referred to by name. Teacher is knowledgeable, enthusiastic, and well-prepared. Voice tones are clear and her demeanor is friendly and firm. Time lines for completing activities are made clear. Shows a good rapport with everyone.

**Classroom Management** - is very good! No behavior concerns. Very effective use of time. A great class of highly motivated well-behaved individuals who are well involved in all activities. Teacher has good control at all times. Closure is provided. With a reading assignment?

**Assessment** - Informal? through teacher observations. Compare and contrast charts are more formally graded.

Signature of:

Student

Teacher

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation.

Faculty

Supervisor

Yellow Copy - Faculty Supervisor

Cooperating

Teacher

Pink Copy - Cooperating Teacher





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Name of Student	Krista Byers	Faculty Supervisor	B. Thompson
School	St. Maurice	Cooperating Teacher	S. McCaffrey
Date	Dec. 10/09	Subject Area/Grade	EN 10 ANIMAL FARM

## Comments/Recommendations

Planning - Lesson plan provides for both specific and general objectives as related to Animal Farm. Lots of activities which seem very creative ~~and~~ related to the interpretation of music. Visuals & audio materials include whiteboard, CD of songs, video presentations, text, and handout lyrics. Students are activated immediately with <sup>practical text</sup> housekeeping reminders, followed by an introduction to music. There is always good teacher-student interactions during brainstorming which led into music/novel relationships & connections.

Instructional Process - Teacher is very good at leading students into discoveries through the questioning process. The integration of music as connected to the novel was creative and very well done. Teacher provides good anecdotes, and explanations (although she appears uncomfortable during Charles Manson explanations). Voice tones are loud and clear and ~~the~~ knowledge of lesson material is good. Her demeanor is calm, friendly and non-threatening. Her students are very attentive and stay on task. Effective use of class time. Students are reminded to raise hands. Sometimes you answer your own questions (Yoko Ono) what do you get from this song, etc.

Classroom Management - Teacher has total control. No behavior concerns. Students are well behaved and highly motivated. Teacher seems to have a good rapport with everyone. Some ~~gain of lesson closure would have been effective,~~ rather than "want you guys doing sometime".  
Assessment - Informal through class participation & brainstorming.

Signature of

Student

Teacher

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation.

Faculty

Supervisor

Yellow Copy - Faculty Supervisor

Cooperating

Teacher

Pink Copy - Cooperating Teacher



THE UNIVERSITY OF WINNIPEG

**BACHELOR OF EDUCATION PROGRAM** **ANECDOTAL REPORT**

Formative Report  Student Teacher: KRISTA BYERS

Summative Report  Report Writer: BRIAN THOMPSON Faculty Supervisor   
Cooperating Teacher

Pass  Fail  Subject Area/Grade: EN 10

School: ST. MAURICE Date: DEC. 16/09

N.B. A SUMMATIVE REPORT reflects the student's status as compared to expectations of a beginning professional. Each signatory has observed, discussed and assessed the student's work.

**Krista Byers**

Krista has just completed a very successful student teaching experience while at St. Maurice high school. During block #1, I was able to observe Krista's teaching in the subject area of English (grade 10). Her lesson plans were always well-prepared and contained both specific and general objectives. She is efficient, well organized and very enthusiastic about her work. After taking attendance, she activates her classes immediately using a variety of methods. A good variety of creative activities are provided for all classes and great use is made of audio-visuals such as the whiteboard, videos, texts, CD player, and handouts. Krista is able to create an active and engaged atmosphere for learning. Her exuberance and creativity are infectious and illustrate her commitment to the learning process.

Krista demonstrates total control over her classes and reacts appropriately to all student behaviors. Everyone is attentive and eager to participate. There is always great student teacher interaction through the "questioning process" using volunteers and "specific" individuals. Krista is great at constantly requesting and receiving student feedback. Her ability to "brainstorm" with students is a definite teaching strength. She always provides good positive reinforcement and is able to refer to everyone by name. Her voice tones are loud and clear and her demeanor is always calm, and friendly. She seems comfortable with her authority. She shows a great rapport with everyone and students are not afraid to ask questions. Krista's knowledge of lesson material is very good and she is able to teach concepts in numerous ways. She always delivers good clear instructions and provides great anecdotes and explanations. She delivers her instructions and requests in a sound assertive manner. Work time lines are clarified and she shows flexibility regarding student needs and requests.

Krista's classroom management is very good. There are no behavior concerns and class time is always used effectively. All her classes appeared to be very mature, well-behaved and highly motivated. Students are assessed both formally and informally and their evaluations reflect a balanced cross section of approaches and strategies. Krista circulates well to monitor student progress and help out when required. She seems to have a good awareness of all students at all times.

Krista is reflective, willing to learn and is very receptive to constructive advice. Her cooperating teacher is very pleased with her efforts and agrees she will make a fine full-time teacher following graduation. Congratulations Krista on a job well done!

Signature of:  
Student  
Teacher:

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation

Faculty  
Supervisor:

Yellow Copy - Education Office

Cooperating  
Teacher:

Pink Copy - Cooperating Teacher





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Name of Student	KRISTA BYERS	Faculty Supervisor	B. Thompson
School	ST. MAURICE	Cooperating Teacher	S. Mc Cattrey
Date	MARCH 25/2010	Subject Area/Grade	EN 10 <sup>Loop of the</sup> <del>Shies</del>

## Comments/Recommendations

Planning - specific objectives are clear; class outline is placed on whiteboard. Students are activated immediately with a class discussion based on previous learning. Real life connections are made to homework (connections are made to TV series *LOST*). Visuals include novels, handouts, whiteboard.

Instructional Process - Good teacher-student interactions during discussions. Lots of volunteers with good feedback. Good job of soliciting a good variety of respondents. Teacher shows good knowledge of lesson material which is explained in a variety of ways. Refers to everyone by name. Good progression between theme examples. Teacher is always in control and appears respectful to all participants. She provides encouragement + positive feedback. Instructions are clear and work time-lines established. Did you check that everyone had their text on hand?

Class management - Teacher shows good awareness of all behaviors (some students forgot to raise hands, but were reminded ex. Keegan). An effective use of class time with everyone engaged. Teacher is able to regain control of class when necessary (especially when controversial topics are brought up). No management concerns; students were highly motivated and respectful of teacher + others.

Assessment - Informal (class participation) but formal through exit slips (completed worksheets?). This was an "individual" work class. It was an effective strategy to link the novel to modern day analogies. Some circulation during work time but try to include everyone. Good class with well designed activities + good use of brain storming. Teacher is very comfortable with this class.

Signature of:

Student

Teacher

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation.

Faculty

Supervisor

Yellow Copy - Faculty Supervisor

Cooperating

Teacher

Pink Copy - Cooperating Teacher





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Name of Student	KRISTA BYERS	Faculty Supervisor	B. THOMPSON
School	ST. MAURICE	Cooperating Teacher	SHAUN McCATREY
Date	APRIL 8/2010	Subject Area/Grade	EN12 WATERSHIP DOWN

## Comments/Recommendations

Planning - Lesson plan provides too one "Specific objective as related to the novel, "WATERSHIP DOWN". STARTS CLASS IMMEDIATELY by requesting "Texts", followed by housekeeping tasks which involved the completion of presentations from last class. Today's activities are listed on whiteboard. This is a very small class (10 students) and individual presentations were excellent. Good use is made of visuals (whiteboard, T.V., DVD player, texts, and handouts).

Instructional Process - ~~Good~~ student-teacher and student-student interactions. Very effective introduction to topic (Litero's Epic Journey) with video presentation. Working assignment is well-explained. Instructions were clear but seemed somewhat complicated when heard verbally. Some boom of visual example ~~might have helped~~ WAS helpful to introduce the steps. Assignment seemed very challenging more student feedback concerning the assignment (to confirm their understanding) would be interesting.

Class management - No concerns. Teacher has total control at all time. Seems to have a good awareness of everyone. Some students seemed tired (or bored). You could keep them awake or ~~not~~ focused during video presentation by walking down their aisle and sitting beside them.

Assessment - Formal when handed in for marking. Informal - Ask for more student feedback to get a better handle on their understanding, especially for your next class with them.

Very interesting & creative assignment. I am curious to hear how it turns out.

Signature of:

Student

Teacher

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation.

Faculty

Supervisor

Yellow Copy - Faculty Supervisor

Cooperating

Teacher

Pink Copy - Cooperating Teacher



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Name of Student	KRISTA BYERS-	Faculty Supervisor	B. THOMPSON
School	ST. MAURICE	Cooperating Teacher	SHAUN MCCATTEY
Date	APRIL 15/2010	Subject Area/Grade	EN 10 Lord of the Flies

## Comments/Recommendations

**Planning** - Activates class immediately with housekeeping. Reminds re. work. PRIOR assignments are returned. Further instructions announced. An explanation of today's activity is given. Lesson plan evolves around a critical thinking activity in which students work in groups with group leaders to overcome "problems/concerns with being stranded on islands."

**Instructional Process** - This became very involved & detailed due to the nature of the activity. The 3 groups of 5-7 students spent most of the class in spirited discussion while teacher circulated to monitor progress. Noise level was high at times but this was reflective of the group's participation dynamic, and never seemed out-of-control. The interactions among all group members was extensive. This was a very creative designed activity and seemed to fit in perfectly to the theme of the novel. Discussion time lines were given and a reading assignment completed the class.

**Class Management** - Getting everyone's attention can be challenging for this group. There are problems if everyone is not paying you when giving instructions, but you realized that and made appropriate & necessary adjustments. There was good lesson closure at end when teacher described some groups' progress/values.

**Assessment** - not sure, but I'm sure it will be related to completed booklets and/or group presentations.

Great creative activity. Everyone participated well. Teacher always has good rapport and enjoys teaching "outside the box"

Signature of  
Student  
Teacher

White Copy - Student Teacher

Signatures acknowledge receipt of evaluation.

Faculty  
Supervisor

Yellow Copy - Faculty Supervisor

Cooperating  
Teacher

Pink Copy - Cooperating Teacher





THE UNIVERSITY OF WINNIPEG

**BACHELOR OF EDUCATION PROGRAM**

**ANECDOTAL REPORT**

Formative Report  Student Teacher: KRISTA BYERS

Summative Report  Report Writer: BRIAN THOMPSON Faculty Supervisor   
Cooperating Teacher

Pass  Fail  Subject Area/Grade: English 10, 12

School: ST. MAURICE Date: April 27/2010

N.B. A SUMMATIVE REPORT reflects the student's status as compared to expectations of a beginning professional. Each signatory has observed, discussed and assessed the student's work.

**Krista Byers**

Krista has just completed a successful student teaching experience while at the St. Maurice school. During block #2, I was able to observe Krista's teaching in the subject area of English (grades 10 and 12). She was extremely thorough and purposeful with regards to her lesson planning. She invests a good deal of time and effort in ensuring that her classes are mapped out and rich with resources. She is very well-organized and always appears efficient, conscientious and enthusiastic about her work.

Krista's interactive manner and exuberance for teaching are evident in all her classes. She creates a comprehensive learning environment, where students of diverse backgrounds, perspectives and talents can feel comfortable. Good use is made of visuals such as the whiteboard, DVD player, texts, and handouts. Lessons tend to evolve into "critical thinking" activities in which students work individually and in groups. Great use is made of the "questioning process" in which volunteers and specific individuals are frequently called upon. Real life connections are utilized to provide greater interest and relevance to the novel being studied. Krista has an exceptional ability to "teach outside the box" of conventional learning and is very successful with this method.

Krista's classroom management is good. She shows a good awareness of everyone and all students are referred to by their name. Noise level during group work is acceptable. Appropriate adjustments are made to ensure everyone's attention when necessary. Effective use is always made of class time. Krista's instructions are clear and structured. She provides good examples, anecdotes and demonstrations. Her knowledge of the subject material is excellent. Her demeanor is friendly but firm and she circulates well to monitor behavior and progress. She only provides positive feedback. Her voice projects well and she always acts in a confident manner. She evaluates using a variety of assessment strategies often incorporating both formal and informal methods. Her students are always well-behaved and seem highly motivated to participate in all activities. She maintains a great rapport with all students and staff at St. Maurice.

Krista always maintains a strong working relationship with her cooperating teacher. She takes constructive feedback well and adapts quickly. She has gone beyond the call of duty in passing on resources and performing volunteer work in extra curricular activities. She personally has a real zest for knowledge, a great affection for adolescents and an on-going commitment to enhance the learning process. She will be a full-time asset to any classroom following graduation.

Congratulations Krista on a job well-done and good luck in the future!

Signature of:

Student  
Teacher:

Faculty  
Supervisor:

Cooperating  
Teacher:

White Copy - Student Teacher

Yellow Copy - Education Office

Pink Copy - Cooperating Teacher

Signatures acknowledge receipt of evaluation