

Teacher Candidate: Tanya Blackall

Date: April 24, 2026

School: Pacific Way Elementary

Grade: 1

Faculty Mentor: Teressa Fedorak

Teacher Mentor: Jessica Greenwood

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

K-7 Elementary School, 19 students, in an upper-middle class location in Pacific Way in Kamloops, BC

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 	<p>Tanya is an adept, organized, and reflective educator who consistently demonstrates strong professional planning and instructional practices. She maintains a comprehensive file system containing worksheets, lesson plans, assessments, and instructional materials, while also preparing supplementary resources for early finishers to ensure continuous student engagement and a seamless classroom flow. Each morning, she thoughtfully organizes the classroom environment by strategically arranging materials for accessibility, which contributes significantly to smooth transitions between learning activities. Drawing upon her background in natural resource sciences, Tanya brings a distinctive and interdisciplinary perspective to her teaching, enabling her to establish meaningful connections between curricular content and students' interests. Her engaging unit on bees, along with her innovative exploration of man-made and natural-made materials, effectively fostered student curiosity and critical thinking regarding the impact of human-created objects on animals and the ways natural materials support habitats and ecosystems. Tanya consistently demonstrates proactive classroom management and a strong understanding of diverse learner needs by anticipating potential challenges and implementing appropriate accommodations. For example, she thoughtfully provided individualized supports for a student requiring personal space by using bins to create workspace boundaries and encouraged other students to place pencil boxes away from their hands to minimize distractions and maintain focus. Furthermore, she employs a broad range of effective classroom management strategies, including positive reinforcement systems such as pom-pom rewards, to encourage student engagement and appropriate behaviour. Tanya's instructional planning reflects both professionalism and curricular competence, as her units and</p>

	<p>lessons consistently align with the goals and learning standards outlined in the British Columbia curriculum. She maintains a detailed day planner and prepares comprehensive unit and lesson plans that include assessment data, student learning activities, short- and long-term planning, and relevant teaching resources. In addition, Tanya makes deliberate efforts to connect instruction to student interests, thereby increasing engagement and promoting meaningful learning experiences. Her lessons are abundant in creativity and interactive learning opportunities appropriate for the students in her group.</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>Tanya consistently demonstrates strong classroom management skills through the implementation of a wide range of effective, proactive, and student-centered strategies that contribute to a calm, respectful, and productive learning environment. She employs positive reinforcement techniques, such as pom-pom rewards, while also utilizing clear and consistent verbal cues, including counting sequences and prompts such as “stop, look, and listen,” to maintain student attention and encourage appropriate behaviour. Tanya maintains a strong balance between positive reinforcement and clear, firm expectations, ensuring that students understand both behavioural standards and corresponding consequences. She effectively balances individualized redirection with whole-class reminders by revisiting expectations for behaviours such as whole-body listening when necessary. Her consistent use of established classroom routines and smooth transitions enables students to understand expectations clearly, which increases their preparedness, engagement, and willingness to participate positively in classroom activities. Furthermore, Tanya’s predictable routines contribute significantly to a structured and successful classroom atmosphere in which students feel supported. Tanya demonstrates kindness, patience, and empathy in her interactions with students, fostering a safe and inclusive learning environment where students feel respected and encouraged to take academic risks. She frequently reinforces the understanding that learning is a developmental process and reminds students that mistakes and challenges are natural and valuable components of growth, emphasizing that the classroom is a place to practice rather than strive for perfection. In addition, she consistently strives to engage students through active and on-task learning opportunities, while maintaining fairness, respect, and consistency in her interactions with all learners. Tanya reinforces classroom expectations regularly and provides students with supportive reminders that encourage them to make positive behavioural choices. Her management approach is characterized by firm yet caring</p>

	guidance, which supports student self-regulation, sustained focus, and meaningful participation in learning activities.
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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>Tanya demonstrates strong and continually developing instructional practices through her thoughtful communication, intentional lesson design, and use of varied teaching strategies to support diverse learners. She delivers lessons with confidence and incorporates a wide range of questioning techniques that encourage students to think critically and explore learning more deeply, while also ensuring equitable participation by intentionally distributing opportunities for students to respond and contribute. Tanya consistently uses developmentally appropriate oral and written language, speaks clearly and effectively with an engaging tone and appropriate volume, and models accurate language usage in both verbal and written communication. She listens attentively to students to assess understanding and responds proactively by reteaching or reinforcing concepts when necessary. Additionally, Tanya provides clear instructions and thoughtfully pauses instruction to clarify expectations for the entire class when recurring questions arise, demonstrating responsiveness to student needs and a commitment to instructional clarity. Throughout the latter half of her practicum, Tanya showed significant growth in her instructional effectiveness by incorporating multiple modes of teaching and becoming increasingly intentional in her pacing and delivery of instruction. She effectively utilizes a variety of instructional tools and strategies, including document cameras, whiteboards, videos, manipulatives, modeling, and both verbal and non-verbal cues, which enhance student engagement and support a broad range of learning styles and abilities. Tanya regularly checks for understanding by asking students to restate instructions or explain expectations before beginning tasks, thereby promoting student accountability and comprehension. Her lessons are engaging, well-structured, and varied throughout the day, providing students with multiple opportunities to demonstrate learning through both direct instruction and hands-on, interactive activities.</p>
<p>Assessment</p>	<p>Comments</p>

<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>Tanya demonstrates a thoughtful and comprehensive approach to assessment, evaluation, and reporting through the consistent use of varied assessment strategies to monitor student learning and inform instruction. She regularly circulates throughout the classroom during work sessions to observe student progress, ask clarifying questions, address misconceptions, and provide immediate feedback to support student understanding. Tanya effectively combines formative and summative assessment practices by intentionally checking for understanding during lessons, calling on a variety of students to assess comprehension, and providing opportunities for students to demonstrate learning through worksheets, projects, writing assignments, notebooks, and other performance-based tasks at the conclusion of instructional units. Across subject areas such as ADST, Science, Social Studies, Art, Mathematics, and Language Arts, she utilizes a range of assessment tools, including anecdotal observations, checklists, rubrics, student products, and written notes, and has demonstrated continued growth in her ability to record and organize assessment information effectively. She designed and implemented a rubric for a journal activity that clearly outlined performance levels ranging from emerging to extending, and she provided thoughtful written feedback that identified specific areas for student improvement. In mathematics, Tanya uses skill-based checklists to monitor student mastery and identify areas requiring additional support, while in literacy she implemented weekly UFLI phonics dictations to assess phonics patterns, irregular words, and sentence dictation skills connected to weekly instruction. Additionally, Tanya gained valuable experience administering, scoring, and interpreting a Primary Reading Assessment under the guidance of the classroom teacher, using assessment results to help inform instructional planning. She consistently maintained a detailed marking book too. Tanya had practice preparing interim report cards in multiple subject areas, including English Language Arts, Mathematics, Science, and Social Studies, while incorporating individualized comments and overall summaries to communicate student progress effectively to families. Furthermore, she has collaborated professionally with parents, school personnel, her teacher mentor, faculty mentor, and school administration regarding student learning and instructional practices.</p>
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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 	<p>Tanya consistently demonstrates professionalism, initiative, and a strong commitment to both student learning and the broader school community through her willingness to assume a wide range of responsibilities during her practicum. She independently managed numerous classroom duties, including planning and teaching lessons across subject areas, preparing interim report cards with individualized comments, supervising students during assemblies and performances, supporting students through daily challenges and transitions, and collaborating with various school-based professionals and support personnel, including the Learning Assistance Resource Teacher, psychologists, administrators, Indigenous Support Workers, and parents. Tanya also contributed meaningfully to the</p>

<ul style="list-style-type: none"> • 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>school community beyond the classroom by volunteering to serve on the planning committee for the Day of Suwentwécw and by taking a leadership role in designing and implementing activities for the entire school. In addition, she planned and coordinated Big Buddy activities in collaboration with another teacher and volunteered to present the class behaviour management system to colleagues during a staff meeting, demonstrating confidence, collegiality, and emerging leadership skills. Tanya further embraced professional challenges by participating in a teacher-on-call day swap to gain substitute teaching experience, approaching the unfamiliar experience with flexibility, professionalism, and confidence. Throughout the practicum, Tanya consistently demonstrated strong organization, preparedness, and dedication to her professional responsibilities. She frequently prepared instructional materials and lesson plans well in advance, often organizing the entire week's instruction by Monday, and consistently arrived early and stayed late to ensure readiness for upcoming lessons and activities. Tanya approaches teaching with enthusiasm and demonstrates a clear commitment to her students, their well-being, and their academic growth. She is reflective and growth-oriented in her practice, thoughtfully evaluating lessons to identify strengths, areas for improvement, and instructional adjustments for future teaching. Importantly, she actively applies feedback from mentors and supervisors, allowing her professional growth to be clearly observable over time. Tanya also demonstrates a strong commitment to lifelong learning by actively pursuing professional development opportunities through Thompson Rivers University and the Henry Grube Centre, while also seeking additional certifications such as First Aid training. Tanya consistently demonstrates empathy, respect, and professionalism in all interactions with students, families, colleagues, and school personnel. She follows the British Columbia Teachers' Code of Ethics carefully, respects confidentiality, and understands the importance of consulting appropriate channels of authority when addressing concerns or seeking support. As a mature student, parent, and former Certified Education Assistant, she brings significant life experience, and a strong understanding of child development, inclusive education, and diverse learner needs to her teaching practice. Her familiarity with Individual Education Plans, learning disabilities, referrals, and student support processes contributes to her compassionate, equitable, and student-centered approach.</p>
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SUMMARY COMMENTS

Overall, Tanya has had an exceptionally successful final practicum. Over the course of the 10 weeks, she demonstrated remarkable professional growth and can now be confidently regarded as a capable, reflective, and classroom-ready teacher. Tanya has built strong, positive relationships with her students; they respect her, enjoy learning with her, and are consistently engaged and responsive to her instruction. She creates a supportive and inclusive learning environment where students feel safe, valued, and motivated to participate, take academic risks, and engage meaningfully in their learning. Tanya has demonstrated a strong ability to support a wide range of learners with diverse academic, behavioural, and developmental needs through differentiated and inclusive instructional practices that ensure all students have equitable access to learning opportunities. She incorporates a variety of instructional strategies, resources, and assessment approaches to support differing learning styles and abilities, while continuously reflecting on and adjusting her teaching to better meet student needs.

Tanya draws effectively on her strong science background, rich life experiences, and previous experience as a Certified Education Assistant (CEA) to design meaningful and engaging lessons, bringing both depth and enthusiasm to her teaching practice. Her prior experience has strengthened her ability to respond effectively to complex classroom situations, implement appropriate supports and interventions, and maintain the dignity and respect of all learners. It has also enhanced her confidence in collaborating with colleagues and adapting to the varied and often unpredictable nature of classroom environments. Tanya's passion for learning and teaching is evident in her thoughtful planning, engaging instruction, and caring interactions with students. She is deeply committed to ethical practice, professionalism, lifelong learning, and ongoing reflective growth as an educator. Tanya has shown herself to be a dedicated and highly professional educator who is well prepared to assume the role of a full-time classroom teacher, and she is highly recommended, without hesitation, for future employment within the teaching profession.

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: Tanya Blackall

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

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

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