



Pre-service Teacher: Samantha Lazaruik		
ID#: 1753503	Term: Winter 2026 ▾	Course: EDFX 350 ▾
School: F.R. Haythorne Jr. High		School District: Elk Island Public Schools
Subjects: Phys Ed, Fitness and Wellness		Grade level(s): 7-9
Mentor Teacher(s): David Parr		University Facilitator: Joan Kabotoff
EDFX Grade: It is recommended that the pre-service teacher receive a grade of: CREDIT ▾		

[Click here for full instructions in appendix.](#)

Description of the school and context of teaching:

([Click here for instructions # 3.](#))

F.R. Haythorne is a large 7-9 jr high school that has a population of approximately 600 students in Sherwood Park. Around 30 students per class from mostly middle class families. F.R. Haythorne is home to many programs for students with diverse needs such as, GOALS, FOCUS, and SEAS. Samantha's teaching assignment was made up of PE 7-9 classes and a Fitness 7 and 9 option class with special program students integrated into the classroom.

Mentor Teacher Assessment Comments

Areas of Strength with Supporting Examples

([Click here for instructions # 5.](#))

Area of Strength 1, Taking and applying feedback (TQS Competency 2): From day 1 of her placement, Ms. Lazaruik reflected on her own practice and actively sought feedback. This reflection and feedback would be applied by the following lesson, creating a better learning environment for students and bettering her own practice in accordance with TQS Competency 2.

Area of Strength 2, Creating rapport with students (TQS Competency 1): Ms. Lazaruik made an effort early in her placement to learn students' names in her classes and, by the end of the second week, knew almost all her students' names. This helped her build relationships early which contributed to positive classroom interactions. Ms. Lazaruik also volunteered her time as an assistant coach for the Sr. Girls Handball team. By spending time with students in an extra-curricular setting, she was able to deepen relationships with her students.

Recommendations for Ongoing Growth

Continue to develop classroom management strategies
Area of Growth 1, Continue to develop classroom management strategies (TQS Competency 4): Ms. Lazaruik was able to develop and implement effective classroom management in her Phys Ed and Fitness classes. Ms. Lazaruik's classroom management skills have grown immensely throughout her placement. All she requires is to more time in front of students, especially in a classroom setting, to refine her skills and implement effective

assessment strategies.

Area of Growth 2, Gain experience in core subjects: Ms. Lazaruik continues to mold her teaching style as she is gaining more confidence and her voice in the phys ed environment. More experience with core classroom teaching will give Ms. Lazaruik the opportunity to interpret curriculum within her own year plan, provide meaningful full year assessment for students, and the chance to practice different teaching styles to meet her students needs.

Mentor Teacher's Summative Comments

[\(Click here for instructions # 6.\)](#)

Ms. Lazaruik arrived at her IFX excited and seeking feedback. Throughout her placement, she continued to apply this reflective practice and developed strong classroom management techniques. She learned students' names early and approached them in each interaction with care and empathy. Ms. Lazaruik was flexible, such as when a gym schedule had to change, and was willing to adapt her lessons on the fly. She showed a passion for developing engaging lessons and assignments for students that brought new activities to our programing at FRH. Early on, Ms. Lazaruik was encouraged to observe as many teachers as she could in as many subjects as possible. Throughout her placement, Ms. Lazaruik observed lessons in Math, ELA, Social Studies, Special Programs and French. This experience will be helpful as she applies what she has observed into her own practice. Overall, Ms. Lazaruik exceeded our expectations for an IFX placement. As she continues to apply feedback and reflect on her practice, she will develop into a strong and confident educator.

Pre-service Teacher's Reflective Comments

[\(Click here for instructions.\)](#)

As I reflect on my areas of growth throughout my IFX experience, one major goal was becoming more intentional in providing multiple opportunities to support students' learning. During planning for lessons, I would take the time to research specific modifications, such as game play, rules and equipment, that could be used for all students to help meaningfully participate. Moving forward, I will continue to develop strategies, adaptations and support through ongoing research, professional learning, and collaboration with colleagues to better support diverse learners. Furthermore, taking a proactive approach that incorporates individualized support can establish strong foundations for all students to succeed in any classroom environment.

When creating an inclusive environment within the classroom (or gymnasium), I developed greater awareness of students' emotional and mental health needs. My IFX experience exposed me to new perspectives of how these factors can strongly influence participation and learning. I've recognized that connecting with students is essential to understand what students might specifically need to feel supported and safe in their environment.

Classroom management was another key area of growth, especially within the dynamic environment of the gymnasium or fitness centre. While teaching physical education classes, I've developed a repertoire of classroom management techniques, such as clear routines, consistent expectations, and structured transitions to regulate behaviours. In my IFX experience, I gained confidence in applying these strategies in the gymnasium but also understating the transferability of these management techniques back into the classroom.

Building connections with staff also gave me a great opportunity to observe a wide range of classrooms, including core subjects and options. By observing other educators with different teaching styles and classroom environments, this strengthened my ability to be open, flexible and adaptable in my teaching.

Additionally, it demonstrated multiple ways to foster inclusivity and the importance of relationship-building to cultivate respect.

As a future teacher, I plan to not only strive to deliver curriculum goals but to educate students on the importance of how specific ideas can be related to real-world applications. For instance, when teaching physical education (PE) promoting physical literacy can support students in developing physical activity habits for life and connect them to deeper understanding of their overall health and well-being.

Overall, my experience in teaching has taught me that strong educators continually adapt, engage in meaningful reflection both collaboratively and independently, and aim to create the best learning opportunities that support all students to be successful.



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