

## EDPR 4200 FINAL EVALUATION

### Bachelor of Education (Elementary) Program

*To be completed by Faculty Mentor with input from Teacher Mentor(s)*

Teacher  
Candidate: Dalton Hargreaves Date: March 9 2023  
School: St. Ann's Academy Grade: 7  
Teacher  
Mentor: Angela Makse Faculty Mentor: Tom Dinsdale

**SCHOOL CONTEXT:** St. Ann's Academy is a Catholic School, under the administration of Catholic Independent Schools, Kamloops Diocese School Board. The school is co-educational, offering academic, fine arts and business programs as well as athletics, performing arts and other extracurricular programs for students in grades K-12. There are 200 students in the elementary division. Dalton's grade seven class has 28 students, four of whom are on IEP's and one student on a designated learning plan.

Preparation and Organization	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>• Displays knowledge of content</li> <li>• Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum</li> <li>• Keeps a detailed daybook</li> <li>• Develops and completes clear unit plans and lesson plans</li> <li>• Is well prepared for the day</li> <li>• Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources</li> <li>• Connects subject matter to students' interests, prior learning, and new concepts</li> <li>• Prepares a logical sequence of subject matter for instruction</li> <li>• Connects assessment with unit and lesson plan learning standards</li> <li>• Uses a range of resources and learning materials</li> <li>• Uses variety of teaching strategies</li> <li>• Designs &amp; utilizes appropriate learning centres</li> <li>• Incorporates creative ideas in unit and lesson plans</li> <li>• Plans a variety of ways for students to represent their learning</li> <li>• Plans for differentiated instruction to meet students' varying abilities</li> </ul>	<p>Dalton has a clear grasp of the B.C. curriculum, and was able to develop unit/lesson plans that made use of a wide range of resources and learning materials designed to engage students in their own learning. He makes appropriate adaptations to meet student needs, interests and necessary curricular concepts. Dalton researches topics thoroughly and is able to adapt difficult concepts to increase student comprehension. He also built into his planning multiple ways in which students could demonstrate their acquisition of the curricular skill sets (e.g. writing, through art/design, oral presentation, etc.). Students were given opportunities to display their work and Dalton ensured that there were ample opportunities to share their discoveries with their peers. In terms of the curricular areas, Dalton is very prepared and creative in terms of the activities/tasks he plans for his students. As Dalton recognizes himself, attending to "administrivia" and ensuring timely communication when circumstances dictate are areas he continues to grow in.</p>

Classroom Management	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Engages students in active and on-task learning</li> <li>Is consistent, respectful and fair</li> <li>Sets clear expectations and follows through appropriately</li> <li>Establishes and maintains classroom routines and rules</li> <li>Initiates and maintains student focus</li> <li>Is consistent in supporting behaviour expectation</li> <li>Encourages responsible student choices</li> <li>Uses positive management strategies</li> </ul>	<p>Dalton developed a positive rapport with his students. He has a confident and inviting demeanor in the classroom. Dalton sets clear expectations and has routines that support gaining/maintaining student attention and during student question/response sessions. He has learned to be judicious regarding offering students choice to ensure it fits with available resources and lesson pacing. He circulates easily during student activity time in order to encourage, support and redirect students. Dalton has a quiet demeanor but is proactive when it comes to ensuring that behavioural expectations are met. His approach to redirection is firm, fair and respectful. Often he would simply use a subtle gesture or look that the student would recognize as a cue to alter their behaviour. Dalton used his knowledge of the students when constructing groups/teams for collaborative work to maximize the level of on-task behaviour. At times, he could raise his voice level to ensure all students can hear his directions/instruction. Dalton also recognizes that student discussion can lead him astray from the main focus of the lesson, and that finding the balance between addressing the teachable moment and not being lured down a "rabbit hole" comes with experience.</p>

Instruction	Comments
<b>Suggested Areas for Comment:</b> <ul style="list-style-type: none"> <li>Uses a variety of questioning techniques (higher-level thinking, open-ended)</li> <li>Distributes questions and accepts answers evenly among all students</li> <li>Uses appropriate vocabulary for age level</li> <li>Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume)</li> <li>Demonstrates correct usage of oral language</li> <li>Demonstrates correct usage of written language</li> <li>Listens attentively to students in order to check for understanding, re-teach if necessary</li> <li>Gives clear instructional directions (sequential, concise, step by step)</li> <li>Includes an engaging and appropriate lesson introduction and closure</li> <li>Presents lessons which flow smoothly (appropriate transitions, clearly connects The learning standards, IO's, lesson activities and assessment)</li> <li>Incorporates a balance of direct teaching and student active involvement</li> <li>Paces instruction appropriately</li> <li>Delivers lesson confidently and effectively</li> </ul>	<p>Dalton presents his lessons/instructions clearly and confidently. At times he could raise the level of his voice to be heard clearly by all students. He provides both oral and written instructions and has experimented with the use of rubrics to assist with student understanding of expectations. Dalton's lesson pacing improved throughout the practicum, which led to more effective closure activities. He is skilled at student questioning, and offers a balance between open-ended and more specific questions that utilize a variety of levels in Bloom's Taxonomy in order to challenge and extend student thinking and response. Dalton demonstrated growth in not just accepting responses from volunteers, but also using direct questioning to elicit responses from more reluctant students. His lessons were "chunked" effectively and maximized student engagement time. Dalton demonstrates patience when inviting student responses during the course of a lesson, which signals to the students that he values their input and ideas. Circulating and interacting with his students to support/encourage them during student activity time is a real strength of Dalton's. Students interact easily with</p>

	him, and are eager to engage him in conversation regarding the activity and curricular expectations.
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Assessment	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>Provides students with specific, constructive verbal and written feedback</li> <li>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</li> <li>Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel</li> <li>Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans)</li> <li>Uses assessment and evaluation as an integral part of instruction</li> <li>Engages students in self-assessment and uses it effectively</li> </ul>	<p>Dalton employed a variety of assessment tools to record student progress, including quizzes/tests, checklists, peer assessments, self-assessments, student-led conferences, observations, anecdotal notes and rubrics. He used his TM's Google site to contribute information regarding assignments, expectations and completion. Dalton collaborated with his TM on second term report card completion as well as assisted in preparing students for student-led conferences in February. He provided appropriate and timely written and oral feedback on student assignments and projects. This will continue to be an area of growth for Dalton, as it is for all teachers, in order to build strong and effective formative and summative assessment tools, timing and recognition of which assessment models work well depending upon the student activity and expectations.</p>

Professional Qualities	Comments
<p><b>Suggested Areas for Comment:</b></p> <ul style="list-style-type: none"> <li>Willingly assumes classroom and other school related responsibilities</li> <li>Arrives at school early. Stays after school until the next day is prepared</li> <li>Is an enthusiastic teacher who shows a commitment to learning and teaching</li> <li>Takes initiative; enthusiastically acquires knowledge</li> <li>Is empathetic toward and respectful of others</li> <li>Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics</li> <li>Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority</li> <li>Demonstrates reflective and self-evaluative skills</li> <li>Seeks, accepts and acts on constructive feedback</li> <li>Takes advantage of professional development opportunities</li> <li>Displays a positive attitude and demonstrates professional qualities</li> <li>Contributes to the culture of the school beyond the classroom</li> </ul>	<p>Dalton built a strong and positive rapport with his students and colleagues. He consistently displayed a positive attitude and acted upon constructive feedback that he received from his TM and FM. Dalton took on duties outside of the classroom such as supervision, assisting with the yearbook photography and student field trips or assisting students in the classroom when he wasn't teaching. In addition, he supported the Elementary Chess club, actively engaged in school spirit activities and sought guidance and mentorship from colleagues outside of his classroom. Dalton continues to work on timely communication with colleagues/administration when warranted (e.g. when missing due to illness), as well as arriving early enough before the beginning of the school day in order to address any last minute details or areas that have arisen that may impact the plan for the day.</p>

## SUMMARY COMMENTS

Overall, Dalton had a strong practicum. Although he recognizes that some personal habits regarding organization and preparedness require growth, he feels this will come with time and experience. His enthusiasm and ability to connect positively with his students, along with creative and engaging lesson design, are his greatest assets. Examples include "Book in a Box" (creative), "TinkerCAD 3D Design" (engaging), "Inventing Green Energy" (relevant), "Pink Shirt Day Poem" (timely), and "Building an Electric Motor" (challenging). His keen interest in personal development and growth and his genuine love of teaching will serve him well moving forward in his career.

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: \_\_\_\_\_

Teacher Mentor's  
signature(s): Angela Mabse

Faculty Mentor's  
signature(s): \_\_\_\_\_

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