



EDPR 4100 FINAL EVALUATION
Bachelor of Education (Elementary) Program

Education & Social Work *To be completed by Faculty Mentor with input from Teacher Mentor(s)*

Teacher Candidate: Kalon Vincent Date: March 16 2023
 School: [REDACTED] Grade: 2
 Teacher Mentor(s): [REDACTED] Faculty Mentor: Tom Dinsdale

SUGGESTED AREAS FOR COMMENT Page 1 of 1

<p>Lesson/unit Preparation:</p> <ul style="list-style-type: none"> Lesson objectives Content knowledge Relevant assessment(s) Theory to practice connection Plans for diversity <p>Instruction and Organization:</p> <ul style="list-style-type: none"> Time management/organization Lesson delivery Teacher presence Teaching strategies Student engagement Consideration of learners' needs Questioning techniques <p>Classroom Management:</p> <ul style="list-style-type: none"> Preparedness Routines/procedures Expectations/follow through Obtain/maintain attention Transitions Rapport Learning environment <p>Professionalism:</p> <ul style="list-style-type: none"> Work ethic/professional attitude Interpersonal skills Interactions with parents/others Appearance/deportment School presence Reflective practice Returns borrowed resources Collegiality/teamwork Incorporates feedback Prompt submission of lesson/unit plans and journals Responsibility 	<p>Lesson/unit Preparation:</p> <p>Unit/Lesson plans prepared well in advance and met the necessary curricular goals. Kalon sought practical ways for students to demonstrate their learning, and he continues to work on maximizing student engagement time. Timely oral and written feedback was given during this practicum. Incorporating the principles of UDL and differentiation where required will be another area of growth as Kalon moves onto EDPR 4200 with the same group of students.</p> <p>Instruction and Organization:</p> <p>Kalon has a strong and confident classroom presence. He has shown growth in his use of routines to gain/maintain student attention, as well as to manage student question/response sessions and mid/post lesson transitions. He makes good use of questioning to increase student participation and gather formative information to guide future lesson amendments. Kalon "chunks" lessons to provide variety, and continues to refine his student activity design in order to further increase student engagement where they can be more active learners. This will provide a better balance between teacher-lead activities and student-centered tasks. Kalon does a good job of using student questioning to increase participation. As he moves forward into EDPR 4200 with the same group of students he will be able to explore ways to ensure his lessons and activities meet the needs of all of the learners. He circulates very well during student activity time to encourage, support and redirect where necessary. Lessons and materials were all prepared well in advance.</p> <p>Classroom Management:</p> <p>Kalon developed a positive rapport with his TM and students very quickly. He engaged students in conversations to determine their passions and interests, and demonstrated a genuine caring in the students as both people and learners. He demonstrated the use of routines to gain/maintain student attention, as well as routines to guide other essential classroom practices. Kalon will further refine these routines in EDPR 4200. Kalon addressed minor behavioural issues in a timely fashion, and is working on being consistent in addressing undesired behaviours in all situations. He guided students through mid and post lesson transitions as he is refining his skills in these areas. Kalon created a caring and vibrant learning environment.</p> <p>Professionalism:</p> <p>Kalon presented himself in a very professional manner. His interactions with students were organic and natural. He also developed positive professional rapport with staff and parents as well. He is very reflective of his own practice, and willingly accepted constructive feedback and sought to incorporate these suggestions in subsequent lessons. Although this was a short practicum, Kalon was able to attend an IEF meeting regarding one of his students, and actively participate in the meeting. He arrives early and stays late to ensure his is fully prepared for the following day. His units/lessons were submitted to his TM well in advance to allow time for reflection, approval and amendments where necessary. Kalon expressed his love of teaching on multiple occasions, and will become an effective educator as he continues to focus on further refinement and consistency of his classroom routines and provision of more student-centered learning activities.</p>
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Teacher Candidate's standing at the end of EDPR 4100?	Complete	Supplemental	Incomplete
	X		

Faculty Mentor signature: *Teacher Candidates Initials: KV



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Teacher Mentor signature(s): [Signature]
cc. Teacher Candidate, Teacher Mentor, Faculty Mentor, B.Ed. Student File

*Teacher Candidate 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.