

EDTE 3430, 3440, 3450 FINAL EVALUATION

Bachelor of Education (Secondary) Programs

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

Teacher
Candidate: Alexa Grace Date: May 14 2026
School: Valleyview Secondary School Grade: 8-11
Teacher
Mentor: Darby Turner Faculty Mentor: Trista Hill

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

Valleyview Secondary School has a student population of approximately 1100 students in grades 8-12.

On her practicum, Alexa taught a Science 8 class of 21 students (including 4 students with IEPs and 1 ELL student with low English proficiency), as well as 2 Chemistry 11 classes of 25 students each (including 2 IEPs and 1 ELL with high English proficiency in one class, and no IEPs or ELLs in the other).

Preparation and Organization	Comments
Suggested Areas for Comment: • 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 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 lesson plan learning standards • Uses a range of resources and learning materials • Uses variety of teaching strategies • Incorporates creative ideas in lesson plans • Plans a variety of ways for students to represent their learning • Plans for differentiated instruction to meet students' varying abilities	(FM) Alexa has a solid depth of content knowledge and a clear understanding of what competencies/content is relevant to each grade. Alexa is a consistently organized educator who worked to build functional technology which facilitated her teaching practice. Alexa is building her practice to lean into connecting current learning with previous learning - the spiral structure of the BC Curriculum lends to depth of understanding - but this takes time to build into practice. (FM) The range of student needs in any secondary school classroom can vary widely. Alexa is growing into how to support all students through differences in pedagogical structure as opposed to changes in expectations. (TM) Alexa has developed effective organizational strategies for lesson plans, activities & materials, assessment, and record keeping. As she gains more experience, she will continue to tweak and modify these strategies to something that works well for her. Alexa is consistently well prepared for each lesson, and plans and uses a variety of activities, resources, and assessments to keep students engaged and support the variety of student abilities and learning styles.

Classroom Management	Comments
Suggested Areas for Comment: • 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	(FM) Alexa was lucky to work in a classroom with strong routines and behavioral expectations. Having said that, Alexa was able to maintain those routines and expectations through being firm and consistent, without ranging into an authoritarian style which risks eroding the positive classroom environment. Alexa is a naturally confident teacher and will adapt different strategies as her career advances. (TM) While Alexa had 3 well-behaved classes with established routines and expectations, she successfully maintained and enforced those expectations and demonstrated a consistent and fair classroom management style in both the Sc 8 class and the Chem 11 classes. Alexa was able to pivot from Science 8 expectations and behaviours to Chem 11 expectations and behaviours seamlessly. She has a good understanding of the differences between juniors and seniors and interacted appropriately with both age groups. Opportunities for more in-depth discipline were rare, but when they came up, she handled the situations appropriately, firmly, and fairly.

Instruction	Comments
Suggested Areas for Comment: • 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	(FM) Alexa grew into using different questioning methods and is now adept at ensuring all learners have the opportunity to contribute. Alexa is developing skills to guide students through the particulars of the learning opportunities which support cognitive load. Alexa is a naturally confident educator who works hard to provide challenging content through a balance of direct instruction and hands-on learning. Further, Alexa is adept at meeting the learning needs in earlier grades and older grades by varying the student responsibility in learning. (TM) Alexa is a natural and confident teacher who provides opportunities in her lessons for direct teaching/learning, individual and group practice, and active, hands-on learning through activities, projects and labs. She has a kind and calm demeanor, and uses her voice and proximity to effectively engage the students in lesson activities and keep them focussed on the task at hand. Students felt comfortable with asking her questions and were confident in her ability to help them through difficulties. (They would seek her out as the teacher even when the TM was in the room as well!) Alexa has been developing a variety of methods of questioning and recognizes that sometimes variations in student engagement can occur from day to day even in the same class requiring adjustment from what "worked" before.

Assessment	Comments
Suggested Areas for Comment: - 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	(FM) Alexa built in both formative and summative assessment into each learning opportunity. Of most importance, Alexa used the assessment to guide her lessons. (TM) In each of her two grade levels, Alexa used a variety of assessment tools appropriate to the grade level. Informal, formative assessments during class helped shape her lessons and student practice opportunities, and summative assessments allowed students to show their learning in a variety of ways. She was able to share relevant information to school support personnel (such as LAC and Indigenous Support staff) when requested. During her time at VSS, Alexa participated in Parent-Teacher interviews as well as the writing of third term report cards.

Professional Qualities	Comments
Suggested Areas for Comment: - 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 empathic toward and respectful of others - Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics - 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(standard 3) - Displays a positive attitude and demonstrates professional qualities - Contributes to the culture of the school beyond the classroom	(FM) Alexa was consistently professional and built positive collegiate relationships and participated in school events beyond the classroom. Alexa was consistently open to feedback and acted upon constructive critique to the betterment of her pedagogy. (TM) Alexa is a natural in the classroom. She worked in a professional manner in all of her interactions with students and fellow staff members. She willingly participated in school spirit days and recognizes the value of school culture outside the classroom. Alexa is committed to her students' success and regularly had the room open at lunch time to support students seeking extra help or catching up from absences. Alexa often stayed late to ensure the day's marking was completed and materials were ready for the following day. Alexa is a reflective teacher in both her pedagogy and classroom activities, recognizing that growth and

	improvement can occur even when things don't "go well" the first time. She accepts constructive feedback and immediately tries to incorporate suggestions for improvement.
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SUMMARY COMMENTS

(FM) It was a pleasure working with Alexa over the 10 week practicum. While Alexa is a natural educator, she grew into the role's requirements and met the work load while putting in place tools to maintain a sustainable practice. I have no hesitation in recommending Alexa for certification as a teacher. She will be an asset to any school lucky enough to have her on staff.

(TM) Alexa started her practicum with a natural ability to connect quickly with her students in the classroom. Throughout her practicum she continued to build on that strong natural foundation and has shown growth and refinement in the nuances of teaching that are required to be an effective and engaging educator who cares about her students both academically and socially. It has been a pleasure helping Alexa develop into a mature and confident teacher ready to begin her own professional journey!

TEACHER CANDIDATE'S standing at the end of EDTE 3430, 3440, 3450	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):



Faculty Mentor's
signature(s):

