



**Education  
& Social Work**

## EDTE 3430, 3440, 3450 FINAL EVALUATION Bachelor of Education (Secondary) STEM Program

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

Teacher  
Candidate: Erin O'Leary Date: April 30, 2025  
School: Valleyview Secondary Grade: 9 & 12  
Teacher  
Mentor: Morganna Pogue & Luke Stace Faculty Mentor: Dave MacDonald

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

Located at the east end of Kamloops, Valleyview Secondary is a comprehensive high school of approximately 1131 students. Roughly 14% of the school population is of Indigenous ancestry, while close to 5% of VSS students participate in District Trades and Transition programs and another 5% are enrolled in the Hockey Academy. Valleyview Secondary is also home to 38 International students.

Erin is teaching 3 classes on her practicum. The first is a Math 9 class comprised of 29 students, 2 of whom have IEPs, and 5 who identify as having Aboriginal ancestry. The second is also a Math 9 class also comprised of 29 students, 2 of whom have IEPs, and 7 who identify as having Aboriginal ancestry. The final class is an Environmental Science 12 class comprised of 7 students, none of whom have IEPs, but one is an international student, and 1 identifies as having Aboriginal ancestry.

Preparation and Organization	Comments
<b>Suggested Areas for Comment:</b> <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 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 lesson plan learning standards</li> <li>Uses a range of resources and learning materials</li> <li>Uses variety of teaching strategies</li> <li>Incorporates creative ideas in 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>One of Erin's greatest strengths is her organization. She comes to school each day thoroughly prepared and ready to make an impact. Erin pushes herself to try new ideas and provide her students with an extensive variety of learning experiences. She provides diverse learning opportunities that are designed to meet the needs of everyone in the class. One day students may be working individually and the next day they may be working with partners or in groups or they may indeed be going on a field trip.</p> <p>Erin believes it is important for students to have multiple ways of expressing their learning. To this end she had students working on projects, doing labs, writing tests, using vertical surfaces, or simply completing daily activities. Everything she does in her classes is intentional and designed to highlight the strengths of her students. Erin recognizes the cross-curricular connections that are found in her classes and purposefully accentuates them.</p> <p>Erin's organizational skills naturally extend to her daily planning, system of record keeping, and her communication of student performance. She has effectively utilized both a paper-based daybook system as well as an e-system for her daybook planning.</p>



Classroom Management	Comments
<p><b>Suggested Areas for Comment:</b></p> <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>Erin recognizes that one of the most effective means of classroom management is to build good relationships with your students. To this end, she has worked hard to get to know her students as individuals and to understand their tendencies as well as their unique learning needs. Erin has learned the value of being firm but fair, and most importantly, consistent. As a result, her students trust her and feel safe in her classroom. This encourages them to become involved and interactive during lessons.</p> <p>Erin has established consistent routines that help to create a comfortable learning environment. Her expectations are fair and reasonable and students readily comply with them. Erin is proactive and regularly tries to anticipate potential struggle-points so that she can have a solution available before an issue becomes a bigger problem. She purposefully tries to ensure that her students are engaged with what they are doing by offering them interactive activities and opportunities.</p>

Instruction	Comments
<p><b>Suggested Areas for Comment:</b></p> <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>Erin's lessons have a nice flow to them with good pacing and delivery. She provides students with a cover sheet for each unit so they know in advance what practice textbook questions they will have to complete. It also helps them to keep up with the lessons if they happen to be absent and need to catch up. With all of the material covered, Erin explains the concepts, does an example for them, then asks students to complete an example and walk her through it. She is very consistent in her approach and makes students confident and comfortable.</p> <p>Erin has become very proficient at distributing questions and asking secondary and tertiary questions to provoke deeper thought and understanding. She listens attentively to student questions and as a result is able to directly address their concerns. Erin has also become very adept at her pacing. As a result, students are able to keep up and remain focused with the lesson.</p> <p>Erin has developed a good balance of direct teaching and individual or group work to reinforce the concepts being covered. She utilizes a holistic approach to teaching that provides students with comprehensive understanding of the concepts being taught.</p>

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>Erin has a solid grasp of assessment. She incorporates a detailed daybook with all of the student assessments that provides her with a detailed confirmation of each student's performance. Erin participated in the reporting process by completing detailed personalized interim reports to outline student progress. She has a comprehensive understanding of the individual ability of each of her students and is able to effectively share this information with parents and school personnel when requested. Erin has done a nice job of incorporating student self-assessment into her practice. She does so in order to insure that the student has a realistic grasp of their knowledge and understanding in the course.</p> <p>Erin has a personal objective to return student work in a timely manner. This ensures that students know their standing in the class and can get additional support if they so desire. Erin incorporates multiple assessment tools such as worksheets, quizzes, unit tests, labs, presentations, and checklists to inform her about the status of each student.</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 empathic 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>Erin is the consummate professional. She arrives early each day to ensure that she is thoroughly prepared for the day ahead and remains after classes are done until she is ready for the next day. Erin's efforts extend beyond her own classroom as she volunteers to assist with student ambition projects as well as helping to set up or clean-up for school-based events. She has become part of the fabric of the school. Erin has a tremendous work ethic!</p> <p>She believes that the education of students does not end at the doorway of the classroom. Extra-curricular activities, intramural programs, fine arts presentations, and school spirit events are all essential to building a sense of community within a school. Erin makes the effort to be involved in all of these activities either as a participant or a supporter. In other words, she has immersed herself in the culture of Valleyview Secondary.</p> <p>Erin has actively worked at building good relationships with the support personnel in the school as she appreciates the value they bring to the education equation. They often go unseen but their efforts are essential. Erin insures that they are seen and appreciated.</p>

## SUMMARY COMMENTS

Erin is an excellent teacher who will be an amazing asset to any school or staff. Her greatest strengths are her ability to connect with youth, her commitment to being thoroughly prepared, and her desire to create informative and authentic learning experiences for her students. In short, Erin is a passionate educator who creates meaningful and relevant learning experiences for her students. Erin employs a student-centered approach to teaching and learning and engages with her students. The result is that students are engaged and building self-confidence as they learn the material she is presenting. Students are enjoying themselves in Erin's classes while learning new skills and acquiring knowledge.

Erin is a friendly and effective teacher who is skilled at challenging and supporting all students regardless of their background or abilities. She is confident and very relatable and as such she instills confidence in her students. Erin takes the time to get to know all of her students and is very positive and upbeat in the classroom. She makes a point of acknowledging and supporting everyone. She has recognized that the most effective classroom management tool is building genuine relationships with her students.

Erin is already an accomplished teacher and will continue to grow as an educator because of her desire to learn and improve. She welcomes feedback and suggestions and is willing to try new ideas to enhance her own practice. Erin has all of the qualities of an excellent educator. She is enthusiastic, dedicated, and compassionate. Her desire to create relevant and authentic learning opportunities for her students is the foundation of her teaching. Erin is a real asset to the profession.

TEACHER CANDIDATE'S standing at the end of EDTE 3430, 3440, 3450	Complete	Supplemental	Incomplete
	✓		

\* 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: EO

Faculty Mentor's  
signature(s): 

Teacher Mentor's  
signature(s):

