

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: Kiana Guinn Date: May 7, 2026
School: Sa-Hali Secondary School Grade: 9/10
Teacher
Mentor: Gillian Emery Faculty Mentor: Beth Dye

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

Sa-Hali Secondary respectfully honours and acknowledges that its school in School District No. 73 (Kamloops-Thompson) is located within the traditional territory of the Secwépemc Nation, including seven Secwépemc First Nations Bands: Tk'emlúps te Secwépemc, Whispering Pines / Clinton Indian Band, Skeetchestn Indian Band, Simpcw First Nation, Adams Lake Indian Band, Little Shuswap Lake Band, and Neskonalith Indian Band.

With approximately 900 students, Sa-Hali offers a myriad of courses to meet the needs of its learners. Located uptown, it draws its students from an urban area. Students are offered many opportunities outside of the classroom: athletics, clubs, and school/community service.

Kiana Guinn taught three classes in one classroom with one teacher mentor: Workplace Math 10/11 (19 students) and two Math 9 classes with 28 and 21 students respectively. The classroom was located at the front of the school with easy access to the office.

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	Kiana was well organized throughout the entire practicum. She kept a detailed record of the students' progress and knew exactly where she wanted to be within the curriculum structure for each grade. Kiana kept an organized system of notes and also used google classroom effectively to support students and their families. Clear lessons plans were developed following a structured routine for the students to follow. Student note packages along with the corresponding question packages were prepared well in advance providing everything that the student would need to know for a particular unit and future assessments. Differentiated instruction was provided and CEA's, along with a student TA, were used well to support student learning. Kiana was always attentive to deadlines throughout the practicum.

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	Teaching two grade 9 Math classes, along with a Workplace Math 10/11 class, provided opportunities to employ quality management strategies. Kiana started the practicum with one style of classroom management and then adapted when necessary to ensure everyone was adhering to the same expectations. When boundaries were being pushed, Kiana made sure that students were held accountable to their choices.

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	Kiana's lessons followed a formulaic approach to ensure students engaged in the curriculum successfully. Kiana planned lessons with an opening question and then moved onto the note section, followed by the practise exercises. Attention was paid to the exercises to make them relevant to the students' prior knowledge. At times additional strategies were employed to have the students move throughout the classroom and cross pollinate with their learnings. Kiana has a natural presence in the classroom. She uses her voice effectively and teaches with age appropriate language. She delivered her lessons confidently and moved throughout the classroom to ensure students were on task as she supported their questions and learning. Kiana's natural understanding of the math concepts being taught allowed her to easily reteach a concept if necessary in a different manner.

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	Kiana provided immediate feedback to students through a variety of assessment strategies. She used assessment data and incorporated it into her instruction if students needed additional teaching. Communication was made with the homes regarding assessment progress as well as any attendance issues. Kiana had no trouble sharing student information at any time with her teacher mentor. Checking for understanding was employed consistently over the 10 weeks to ensure students were learning the material.

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	Kiana approached the practicum by being prepared, on time and effective in the classroom. As many math teachers support their students over the lunch hour, Kiana also did that. She actively participated in school wide events and took on the assigned duties of her teacher mentor. Kiana listened carefully to feedback provided by both her faculty and teacher mentor. She reflected on the feedback and made adaptations that worked for her. Kiana was respectful with all of her interactions with students and school staff.

SUMMARY COMMENTS

Kiana has successfully completed her long practicum. I wish her the best of luck wherever she finds herself teaching. All the best with your future professional endeavours.

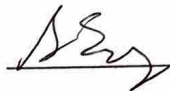
TEACHER CANDIDATE'S standing at the end of EDTE 3430, 3440, 3450	Complete	Supplemental	Incomplete
	X		

* 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):

