

## SUMMATIVE EVALUATION

<b>Teacher Candidate:</b>		<b>Faculty Supervisor:</b>		<b>Cooperating Teacher:</b>	
<b>Date:</b>		<b>School:</b>		<b>Grade/Subject:</b>	

<i><b>Assessment and Evaluation</b></i>	NA	NM	D	M	CM
Considers assessment (framework) while constructing lessons. (How will students demonstrate their learning?)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs pre-assessment of student's skills, knowledge, or experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has considered /used a variety of assessment strategies & tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks for student understanding during lesson		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses assessment practices & results with the CT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students is provided in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies students who need assistance during & following lessons		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of assessment "as / for / of" learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches assessment strategies to learning outcomes / targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student input into assessment development & criteria is practiced/considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i><b>Planning and Preparation for Learning</b></i>	NA	NM	D	M	CM
Knowledge of subject matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with MB curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Lesson Plans		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons demonstrate activating, acquiring, and applying strategies of lesson content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment data was considered/used to inform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT has been utilized or considered in lesson delivery & for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necessary lesson resources / materials are utilized and available		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural sensitivity/diversity is evident in lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction is evident (ie. MI's, Learning Styles, abilities, interests)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Assessment:** Pass ☐ Fail ☐ Incomplete ☐ **Course:** 271 ☐ 371 ☐ 474 ☐ 475

<i><b>Delivery of Instruction</b></i>	NA	NM	D	M	CM
Lesson purpose is clearly evident to students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of teachable moments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions are clear & concise for students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplars have been utilized to enhance student understanding		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional strategies is evident during lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student groupings have been considered to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes questioning techniques to enhance learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in active thinking during lessons		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates enthusiasm for teaching		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects a "teacher presence/voice" during delivery (ie comfortable, confident, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a good command of the spoken and written language used for instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides closure to lessons.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson flow is appropriate (time allotments for activities).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NA – Not applicable** – Area listed is N/A to the lesson under observation

**NM – Not Meeting** – Does not meet expectations in this area for a pre-service teacher in this placement

**D – Developing** – Demonstrating effort & growth in this area

**M – Meeting** – Usually demonstrates the skill set expected of a pre-service teacher in this placement

**CM – Consistently Meeting** – Always demonstrates the skill set expected of a pre-service teacher in this placement



# SUMMATIVE EVALUATION

COMMENTS		COURSE	KEY INDICATORS
<div>Signature of Faculty Supervisor:</div> <div>Signature of Cooperating Teacher:</div> <div>Preservice Teacher Comments and Signature:</div> <div> <div>Days Absent:</div> <div>Plan for alternative dates:</div> </div>		<b>1st Placement – 1<sup>st</sup> Yr</b> <b>Course # 01:271</b> <b>5 weeks Term I Fall</b> <b>2 Formal</b> <b>Observations by Cooperating Teacher(s) &amp; Faculty Supervisors</b>	Identifies goal(s) for placement and completes goal(s) reflections. Actively observes the classroom & becomes aware of classroom management & routines. Becomes familiar with students & develops rapport with both staff and students. Develops professional relationships. Becomes familiar with the role of the education assistant and understands the importance and function of classroom assistants in the support role for student learning. Based on the cooperating teacher's units that are being taught, the preservice teacher will develop and teach 2 lessons per week for the final 3 to 4 weeks. Complete lesson plans must be constructed. Cooperating Teachers may assist pre-service teachers in the development of lesson plans.
		<b>2nd Placement – 1<sup>st</sup> Yr</b> <b>Course # 01:371</b> <b>7 weeks Term II Spring</b> <b>2 Formal</b> <b>Observations by Cooperating Teacher(s)</b> <b>3 Formal</b> <b>Observations by Faculty Supervisors</b>	Identifies goal(s) for placement and completes goal(s) reflections. Actively observes for 1 <sup>st</sup> week while participating in classroom routines and assisting with individual students. May do some collaborative teaching with cooperating teacher. Assumes responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, preservice teachers become responsible for at least 2 blocks on the time table. Complete unit and lesson plans must be constructed. Assistance may be required. Preservice teachers may team teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility. Active participation in all classes is expected at all times.
		<b>3rd Placement – 2<sup>nd</sup> Yr</b> <b>Course # 01:474</b> <b>6 weeks Term I Fall</b> <b>2 Formal</b> <b>Observations by Cooperating Teacher(s) &amp; Faculty Supervisors</b>	Identifies goal(s) for placement and completes goal(s) reflections Informal observation is expected in the first week of September. NO formal record of written observation sheet is expected. With commencement of the final 5 weeks, the first week will be spent informally observing, establishing rapport & professional relationships, actively assisting in classroom routines and preparing for teaching. Team teaching with the cooperating teacher may occur to transition into a minimum of 3 weeks full time teaching. Complete unit and lesson plans are required. Some assistance may be needed. Being a reporting period, preservice teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested. Involvement in student-lead parent teacher conferences is recommended.
		<b>4th Placement – 2<sup>nd</sup> Yr</b> <b>Course # 01:475</b> <b>7 weeks Term II Spring</b> <b>2 Formal</b> <b>Observations by Cooperating Teacher(s)</b> <b>3 Formal</b> <b>Observations by Faculty Supervisors</b>	Identifies goal(s) for placement and completes goal(s) reflections Arrives prepared and confident. Displays an ease of rapport with students and professional relationships. Is actively involved within the "life" of the school. Understands differentiation and possesses strategies for classroom management. Maintains classroom routines while demonstrating independent initiative in planning, assessing, & delivering instruction. Displays team spirit and collaborative philosophy. Displays a professional demeanor reflective in personal presentation & belief that all students are able to learn. Assumes full time teaching for 5 weeks. Unit plans and lesson plans must be completed independently. Planning processes must reflect a variety of grade appropriate strategies. Assessment should support "as", "of", and "for" learning practices. Above all, displays "readiness" to the full time role as a classroom teacher.