SUMMATIVE EVALUATION

Teacher			Facul	lty				Cooperating					
Candidate:			Supe	rvisor	:			Teacher:					
Date:			Scho	ol:				Grade/Subject:					
		ı											
Assessment and Evaluation		NA	NM	D	М	CM	Assessment: Pass ☐ Fail	rse: 27	/1 🗆 3	71 🗆	474 	475	
Considers assessment (framework) while constructing									T				
lessons.	nonstrate their learning?)						Delivery of Instructio	n	NA	NM	D	M	CM
•	ent of student's skills, knowledge,						Losson nurnoso is algority	avidant ta studants					
or experience	ent of student's skills, knowledge,		Ш	ш	Ш	Ш	Lesson purpose is clearly Makes use of teachable m						
	a variety of assessment strategies						Instructions are clear & co						
& tools			_	_			Exemplars have been utili				-		\dashv
Checks for student und	derstanding during lesson						student understanding			ш		Ш	
	practices & results with the CT						A variety of instructional	strategies is evident					
							during lesson						
Feedback to students is	s provided in a timely fashion						Student groupings have b						
Identifies students who	o need assistance during &						enhance learning						
following lessons							Utilizes questioning techr	iques to enhance					
Demonstrates understanding of assessment "as / for /							learning						
of" learning							Engages students in active	e thinking during					
Matches assessment strategies to learning outcomes /							lessons Demonstrates enthusiasn	n for teaching					
targets							Projects a "teacher prese						\exists
Student input into assessment development & criteria is							delivery (ie comfortable, o			Ц	Ш	Ш	Ш
practiced/considered													
q		ı					Has a good command of t	ho snokon and writton					
Planning and Preparation for Learning		NA	NM	D	M	CM	language used for instruc	· · · · · · · · · · · · · · · · · · ·		Ц	ш	Ц	Ш
Knowledge of subject matter							Provides closure to lessor						
Familiarity with MB curriculum							Lesson flow is appropriate						
Clarity of Lesson Plans							activities).			_	_	_	
	activating, acquiring, and applying												
strategies of lesson cor					_		NA – Not applicable –	Area listed is N/A to th	ne lesso	on und	er		
Assessment data was considered/used to inform ICT has been utilized or considered in lesson delivery &					<u> </u>	<u> </u>	observation						
ICT has been utilized or considered in lesson delivery & for student learning			Ш	Ш			NM – Not Meeting – Does not meet expectations in this						
			area for a pre-service teacher in this placer										
Necessary lesson resources / materials are utilized and available			Ш	ш	Ш	Ц	D – Developing – Demonstrating errort & growth in this area						
Cultural sensitivity/diversity is evident in lessons		П					M – Meeting – Usually		ll set ex	(pecte	d		
Differentiated instruction is evident (ie. MI's, Learning					ö		of a pre-service teacher in this placement						
Styles, abilities, interests)					_		CM – Consistently Med	•			ill		
Styles, admities, interests)							set expected of a pre-s	ervice teacher in this p	olacem	ent			

Classroom Engagement & Environment	NA	NM	D	М	CM
Classroom is a safe environment where					
students are engaged in learning					
Has the attention of most students prior to					
beginning a lesson					
Confusion is rare with interruptions and					
transitions skillfully managed					
Classroom routines are evident and adhered to					
Discusses behavioral expectations & invites					
student input when applicable					
Is consistent, fair & respectful					
Practices proactive discipline and manages					
disruptions well					
Fosters positive interactions with students					
Maximizes learning time					
Expresses high expectations for student					
behavior & skillfully adheres to them					
Expresses high expectations for academic					
performance					
Family communication & school	NA	NM	D	M	CM
Community Involvement					
Aware of and incorporates students' culturally					
sensitive perspectives & beliefs in lessons					
Effort made & is comfortable communicating and being involved with family meetings /					

Professional Responsibilities	NA	NM	D	M	CM
Aware of division and school policies					
Arrives early and prepared for lessons / day					
Stays late to prep and attend necessary					
meetings					
Perfect attendance					
Maintains confidentiality regarding staff &					
students					
Has developed professional relationships with CT and other staff					
Seeks feedback and suggestions and acts upon					
them					
Is a "team" player					
Practices good judgement					
Self –reflects / sets goals					
Aware of and demonstrates student teaching					
requirements:		_	_	_	_
Contacted school in advance					
Contacted supervisor in advance			Ш	Ш	Ш
Presented criminal record and child abuse					
registry checks					
Notifies school and CT in advance due to		_	_	_	_
illness or emergency					
Maintains a professional dress code					
Maintains student records (attendance, marks, etc)					
Provides a lesson plan in advance of an					
observed lesson					
	<u> </u>				

conversations

Follows up on assignments

Participates in extracurricular events at the school COVID - 19 - no extra curricular

^{**} Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately

SUMMATIVE EVALUATION

COMMENTS	COURSE	KEY INDICATORS
	1st Placement – 1st Yr Course # 01:271 5 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors	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.
	2nd Placement – 1st Yr Course # 01:371 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors	Identifies goal(s) for placement and completes goal(s) reflections. Actively observes for 1st 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.
Signature of Faculty Supervisor:	3rd Placement – 2 nd Yr Course # 01:474 6 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors	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.
Signature of Cooperating Teacher: Preservice Teacher Comments and Signature:	4th Placement – 2 nd Yr Course # 01:475 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal	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
Days Absent: Plan for alternative dates:	Observations by Faculty Supervisors	appropriate strategies. Assessment should support "as", "of", and "for" learning practices. Above all, displays "readiness" to the full time role as a classroom teacher.