

SUMMATIVE EVALUATION

Teacher Candidate:		Faculty Supervisor:		Cooperating Teacher:	
Date:		School:		Grade/Subject:	

<i>Assessment and Evaluation</i>	NA	NM	D	M	CM
Considers assessment (framework) while constructing lessons & units. (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>Unit & Lesson Planning and Preparation for Learning</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 Plans (lesson & unit)		<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 delivery & for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necessary resources/materials are utilized & available		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural sensitivity/diversity is evident	<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, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indigenizing content has been considered in planning					

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

<i>Delivery of Instruction</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 - encourages deeper & critical thinking		<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"/>
Demonstrates enthusiasm for teaching		<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"/>
Lesson flow is appropriate (time allotments for activities).		<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"/>

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

<i>Classroom Engagement & Environment</i>	NA	NM	D	M	CM
Classroom is a safe environment where students are engaged in learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the attention of most students prior to beginning a lesson		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confusion is rare with interruptions and transitions skillfully managed		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom routines are evident and adhered to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses behavioral expectations & invites student input when applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is consistent, fair & respectful		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices proactive discipline and manages disruptions well		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters positive interactions with students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximizes learning time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses high expectations for student behavior & skillfully adheres to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses high expectations for academic performance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Family communication & school Community Involvement</i>	NA	No	At Times	Yes
Aware of and incorporates students' culturally sensitive perspectives & beliefs in lessons & units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort made & is comfortable communicating and being involved with family meetings / conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in extracurricular events at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Professional Responsibilities</i>	NA	No	At Times	Yes
Aware of division and school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrives early and prepared for lessons / day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays late to prep and attend necessary meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains confidentiality regarding staff & students				
Has developed professional relationships with CT and other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks feedback and suggestions and acts upon them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a "team" player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices good judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self –reflects / sets goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of and demonstrates student teaching requirements: <ul style="list-style-type: none"> ➤ Contacted school in advance ➤ Contacted supervisor in advance ➤ 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 ➤ Provides unit plans as requested 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**** 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
<div>Signature of Faculty Supervisor:</div> <div>Signature of Cooperating Teacher:</div> <div>Preservice Teacher Comments and Signature:</div> <div>Attendance:</div> <div>Days Absent: Plan for alternative dates:</div>		1st Placement – 1 st Yr Course # 01:271 5 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors	Prepare two reflections to be shared with your Faculty Supervisor. Actively observe the classroom paying attention to classroom management strategies & routines. Become familiar with students & develop rapport with both staff and students. Develop professional relationships. Become familiar with the role of the education assistant and understand 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 pre-service teacher will develop and teach one or two lessons per day for the final 3 to 4 weeks. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons.
		2nd Placement – 1 st Yr Course # 01:371 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors	Prepare two reflections to be shared with your Faculty Supervisor. Actively observing and assisting for 1st week while participating in classroom routines. May do some collaborative teaching with cooperating teacher. Assume responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, pre-service teachers become responsible for at least 2 blocks on the time table. Complete unit plans must be constructed for these 2 blocks/subject areas. Assistance may be required. NOTE: Lesson plan summaries can be utilized for unit plans. Pre-service teachers may team-teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons.
		3rd Placement – 2 nd Yr Course # 01:474 6 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors	Prepare two reflections to be shared with your Faculty Supervisor. Complete lesson plans must be constructed for all observed lessons. Informal observation is expected in the first week of September. 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. Three complete unit plans with accompanying lesson plan summaries are required. Some assistance may be needed. Units & lessons should reflect differentiation reflective of the class. Moving directly into the instructional role may suit most situations. Being a reporting period, pre-service teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested.
		4th Placement – 2 nd Yr Course # 01:475 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors	Prepare two reflections to be shared with your Faculty Supervisor. Complete lesson plans must be constructed for all observed lessons. Arrive prepared and confident, displaying an ease of rapport with students, comfortable creating professional relationships and actively involved within the "life" of the school. Understands differentiation and possess strategies for classroom management. Maintain classroom routines while demonstrating independent initiative in planning, assessing & delivering instruction. Display team spirit and collaborative philosophy. Display a professional demeanor reflective in personal presentation & belief that all students are able to learn. Assume full time teaching for 5 weeks. Four unit plans with accompanying lesson plan summaries must be completed. Planning processes must reflect a variety of grade appropriate strategies and differentiated material as required. Assessment should support "as", "of", and "for" learning practices. Above all, display "readiness" to the full time role as a classroom teacher.