

Mount Saint Vincent University
COOPERATING TEACHER
YEAR 2 SUMMATIVE ASSESSMENT
EDUC 5492 & EDUC 5393

Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher:		
Cooperating Teacher:		
University Supervisor:		
School:		
Grade/Subject:	Date of report:	Days Absent:

Teaching Context: Setting information particularly relevant to a student-teacher's experience.

S= Satisfactory P= Progressing N= Needs Improvement U= Unsatisfactory

<u>Professionalism</u>	S	P	N	U
Is punctual, dependable, and respectful				
Shows good work ethic and initiative				
Displays sincere interest in the students, their individuality and their progress				
Demonstrates a strong sense of professionalism , including attention to appropriate dress, attitude, and conduct				
Demonstrates respect for confidentiality				
Develops and maintains productive, professional relationships with Cooperating Teacher, University Supervisor and other professional colleagues; is open to, respectful of, and responsive to their advice				
Forms appropriate relationships with students, maintaining suitable professional distance as the teacher, leader and role model				
Shares in the professional responsibilities as a team member in the school; attends staff meetings and professional development days; assists with activities & routines				
Recognizes and articulates teaching strengths and weaknesses, orally and in written* form (*as required by teacher)				
Performs the teacher's administrative functions efficiently and accurately				

Comments:

<u>Planning & Preparation</u>	S	P	N	U
Demonstrates knowledge of provincial outcomes				
Creates detailed, sequential lesson/unit plans				
Uses effective introduction, pacing, sequencing, transition and closing techniques				
Creates plans that are innovative and capture student interest; accurately identifies learning targets/focus in lesson plans				
Uses methods and materials that are pedagogically appropriate for the particular subjects(s), concept(s) and context(s)				
Materials are well prepared in advance of the lesson(s)				
Adapts lesson plans to address individual abilities and learning styles				
Responds well to last minute changes				
Checks for understanding, anticipates problems and questions and uses strategies to address them				
Continues to develop effective questioning skills that promotes higher-order thought; strives to include and involve all students				
Develops a means of recording pupil assessment outcomes; keeps accurate records				
Employs a variety of appropriate assessment tools				
Uses assessment results to inform teaching instruction				
<u>Comments:</u>				
<u>Teaching Practice</u>	S	P	N	U
Communicates clearly and accurately				
Written work is clear, grammar & spelling is accurate				
Demonstrates knowledge of subject and curriculum content				
Demonstrates an interest in the subject area and lesson				
Shows organization and flow to the lesson(s); effective beginning, middle, end				
Uses manipulative materials/equipment /technological supports with ease to enhance teaching				
Uses effective questioning				
Employs a variety of instructional strategies to motivate students				
Demonstrates flexibility and resourcefulness				
Provides timely and useful feedback to students				
Models reflective practice				
Uses voice as an effective teaching tool				
Demonstrates confidence and teaching “presence”				
<u>Comments:</u>				

<u>The Learning Environment</u>	S	P	N	U
Clarifies classroom rules, procedures and routines; sets fair, appropriate and clear limits				
Monitors classroom environment, student/class engagement and intervenes appropriately				
Gives clear, accurate, complete instructions to students				
Actively listens to pupils, colleagues and parents; responds appropriately and with respect for gender, cultural, social and individual differences				
Creates a respectful environment conducive to independent learning and inquiry				
Effectively manages behavior with interest, confidence and conviction				
Open to management advice from experienced professionals and actively expands repertoire of classroom/behavior management techniques				
Copes well with the unexpected				
Builds and promotes cooperation				
Displays a sense of humour and the relations with students are respectful, kind and fair				
<u>Comments:</u>				

Final Assessment

Satisfactory

Unsatisfactory

Submitted by Cooperating Teacher: __

Student Teacher signature: ___

This is to confirm that I have read and discussed this report.

REPORTS SENT ELECTRONICALLY ARE CONSIDERED AN ACCEPTABLE ALTERNATE TO ONE WITH A HANDWRITTEN SIGNATURE.

This has been sent as an electronic copy