



University of Lethbridge, Faculty of Education  
**PROFESSIONAL SEMESTER TWO**  
**Summative Report**

\* Please TYPE (including comments) DIRECTLY onto this form. Submit a SIGNED, DOUBLE SIDED original.

<b>Student Teacher:</b>		<b>School:</b>	
<b>Grade/Subjects Taught:</b>			
<b>Teacher Associate:</b>		<b>University Consultant:</b>	
<b>Dates of Practicum:</b>			

**Instructions:**

- This is a summative report of the student teacher's performance at the *end of the PS II practicum*, based on expectations for that stage of teacher development (EDUC 3600).
- For each practicum outcome below select the student teacher's level of performance: either *Not Meeting Expectations* for the PS II level, *Meeting Expectations*, or *Exceeding Expectations*. (Most students will fall into the *Meeting Expectations* category, unless there is clear evidence for *Not Meeting Expectations* or *Exceeding Expectations*.) For students within the *Meeting Expectations* category, please select level of performance.
- Some outcomes may not be applicable to your particular educational situation. Leave the space blank.
- At the end of each section of the form, please provide comments in reference to the relevant teaching competencies and practicum indicators.

**1. PLANNING AND PREPARATION** (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Planning and Preparation</b>			
1. Demonstrates knowledge and skills in the subject matter of the lessons including his/her subject major. (3)			
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans. (3)			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught. (3)			
4. Takes into account students' prior learning, learning needs (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background. (1, 3, 4)			
5. Organizes content into appropriate components and sequences for instruction. (3)			
6. Plans appropriate content and activities for the time allotted. (3)			
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies, learning activities, and assessment of lesson objectives. (3)			
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan. (3)			
9. Integrates digital technology and resources into instruction in subject major and other subjects, where appropriate. (2, 3)			
10. Obtains and organizes equipment and materials for instruction. (3)			

**COMMENTS:**

**2. INSTRUCTION** (TQS #1, #3, #4, #5)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Communication</b>			
1. Uses clear, fluent, and grammatically correct spoken and written language. (3)			
2. Uses vocabulary appropriate to students' age, background and interests. (3)			
3. Modulates his/her voice for audibility and expression. (3)			
4. Demonstrates cultural sensitivity in communication and instruction. (1, 4, 5)			
<b>Lesson Introduction</b>			
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides overview, and relates the lesson to previous learning as appropriate. (3)			
<b>General Lesson Development</b>			
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. (3, 4)			
7. Presents content in appropriately organized sequences for instruction. (3)			
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. (3)			
9. Demonstrates subject matter competence during instruction. (3)			
10. Organizes and directs learning for individuals, small groups, and whole classes. (3, 4)			
11. Provides clear directions, instructions and explanations. (3)			
12. Directs efficient transitions between lessons and from one activity to the next. (3)			
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including student IPP goals/objectives).(3,4)			
14. Uses a broad range of instructional strategies specific to subject major. (3, 4)			
15. Uses appropriate materials and resources for teaching. (3)			
16. When appropriate, uses resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit. (5)			
17. Demonstrates flexibility and adaptability. (1, 3)			
<b>Questioning and Discussion</b>			
18. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. (3)			
19. Provides appropriate "wait-time" after posing questions. (3)			
20. Seeks clarification and elaboration of student responses, where appropriate. (3)			
21. Leads and directs student participation in class discussion effectively and distributes questions appropriately. (3)			
<b>Focus on Student Learning</b>			
22. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. (3)			
23. Recognizes and responds appropriately to individual differences and group learning needs. (1, 3, 4)			
24. Reinforces student learning, building on previous learning, reviewing, and re-teaching. (3)			
<b>Closure</b>			
25. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications. (3)			
26. Provides homework when appropriate and explains assignments fully. (3)			
<b>COMMENTS:</b>			

### 3. CLASSROOM LEADERSHIP AND MANAGEMENT (TQS #1, #2, #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Classroom Leadership</b>			
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence. (1, 3, 4)			
2. Creates and maintains an effective learning environment, setting high expectations and standards for student learning, attending to student variables such as age, gender, socio-economic status and cultural/linguistic background. (1, 2)			
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.(1,3)			
4. Establishes positive relationships and a classroom climate based on mutual trust and respect. (1, 2, 4)			
<b>Classroom Management</b>			
5. Clearly defines and reinforces classroom procedures and routines. (4)			
6. Clearly communicates and reinforces expectations for appropriate student behaviour. (4)			
7. Monitors student behaviour and is aware of student behaviour at all times. (4)			
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures. (4)			
<b>COMMENTS:</b>			

### 4. ASSESSMENT (TQS #3, #4)

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>Assessment</b>			
1. Assesses student learning, formatively and summatively, using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, checking daily work, performance-based and written assessments, quizzes, tests). (3)			
2. Checks frequently for understanding. (3)			
3. Provides timely and effective feedback on learning to students. (3)			
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required). (3, 4)			
5. Analyzes and evaluates measurement data to assess student learning. (3)			
6. Explains to students how learning will be measured. (3)			
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively).(3)			
<b>COMMENTS:</b>			

**5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES** (TQS #1, #2, #4, #6)

	Unacceptable	Acceptable
<b>Professionalism</b>		
1. Presents a professional appearance and manner. (1, 6)		
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties). (6)		
3. Demonstrates maturity and professional judgment. (1, 6)		
4. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.(5, 6)		
5. Establishes professional relationships with the educational community and wider community (where appropriate). (1)		
<b>Professional Growth</b>		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements. (2)		
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth. (3)		
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions. (2)		
9. Develops and communicates a personal vision of teaching. (4)		
10. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals. (2)		
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation. (6)		
12. Applies the teaching competencies for interim certification appropriately. (6)		
<b>Ethical Conduct</b>		
13. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background. (4, 5, 6)		
14. Treats students with dignity and respect and is considerate of their circumstances. (4, 5, 6)		
15. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student. (6)		
16. Does not undermine the confidence of students in teachers or other student teachers. (1)		
17. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism. (1, 6)		
18. Acts in a manner that maintains the honour and dignity of the profession. (1, 6)		
19. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so. (6)		
<b>COMMENTS:</b>		

## SUMMARY

*Additional comments next page →*

**Areas for further growth:**

**Overall comments (Strongest aspects of student's performance):**

## RECOMMENDATION

**PASS**

**FAIL**

**INCOMPLETE \***

*\*If an Incomplete grade is recommended, please attach a signed document providing reasons and recommendations for additional practicum experience.*

**Note: The Teacher Associate is responsible for completing this document, in consultation with the Student Teacher and the University Consultant.**

\_\_\_\_\_  
*Signature: Student Teacher*

\_\_\_\_\_  
*Date*

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*Signature: Teacher Associate*

\_\_\_\_\_  
*Date*

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*Signature: University Consultant*

\_\_\_\_\_  
*Date*

The UC **submits the completed & signed original report** to U of L, Faculty of Education, Field Experiences. **Provide signed copies** for the Student Teacher, the University Consultant and the Teacher Associate.

**ADDITIONAL COMMENTS**

[Empty rectangular box for additional comments]