



INTERIM REPORT THIRD FIELD EXPERIENCE

Date (mm/dd/yyyy): 10/14/2015

Student: Giulia Lato

School: _____

Cycle/Year/Subject(s): 3/2

Cooperating Teacher: _____

McGill Supervisor: _____

This report is a global assessment of the student teacher's progress to date.

S=Satisfactory

D=Developing

U=Undeveloped

Assess competency development in the following areas:	S	D	U
Responds well to feedback and suggestions (PC 11)	<input checked="" type="checkbox"/>		
Strengths, limitations and strategies for improvement have been identified (PC 11)	<input checked="" type="checkbox"/>		
Contributes to the work of the team in an effective manner (including IEPs, if applicable) (PC 10)	<input checked="" type="checkbox"/>		
Participates in the activities of the school community (PC 9)	<input checked="" type="checkbox"/>		
A professional and up-to-date log of lesson plans and observations on teaching/learning is maintained (PC 11)	<input checked="" type="checkbox"/>		

Yes No

The student teacher has selected and discussed aspects of their field experience to date (e.g. LES, evidence of student learning, self-assessments) for inclusion in the Working Professional Portfolio (or logbook for B.Ed Phys Ed) that show evidence of ongoing insight into their professional development.	<input checked="" type="checkbox"/>	
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Based on your observations, provide your thoughts on the progress of the student teacher in each of the following domains:

- **FOUNDATIONS AND TEACHING ACT** (subject and subject-specific competency knowledge; student awareness; lesson planning and enactment; student engagement, learning and assessment; classroom management; professional communication and cooperation; maintaining a professional log etc.)
- **SOCIAL AND EDUCATIONAL CONTEXT** (differentiation; use of ICT; school/community involvement; team-work and collaboration; innovation, creativity and autonomy etc.)
- **PROFESSIONAL IDENTITY** (self-observation and reflection; professional development; Working Professional Portfolio; ethical and responsible outlook and behaviour; maturity, dependability and collegiality etc.)

Foundation Teaching Act: Giulia is progressing very well. She takes all recommendations + applies them immediately. She also assesses her own lesson, after the fact, with accuracy.

Social + Educational Context: Giulia has fallen into the rhythm of Nesbitt nicely. She works well with her CT. ICT is used as a tool to emphasize her lessons - not as a main feature.

Professional Identity: She welcomes comments on her work. Her passion for teaching is evident in all aspects of her work at Nesbitt.

*attach additional pages as necessary

Signature: _____

Cooperating Teacher or Supervisor