



McGill

SUMMATIVE ASSESSMENT FIELD EXPERIENCE 2

FIELD EXPERIENCE: ☒ K/ELEM ☐ SECONDARY ☐ TESL ☐ MUSIC

Date (mm/dd/yyyy): May 15, 2015

Student: Giulia Lato

School: _____ Cycle/Year/Subject(s): cycle 3, year 2

Cooperating Teacher: _____ McGill Supervisor: _____

Summation of all reports & Formative Assessments. Indicate the degree of accomplishment of the student teacher's development of the professional competencies below. Use the *Guide to PC Development in Field Experience 2* and the *Professional Competency Rubric*.

KEY: 5 = Advanced 4 = Thorough 3 = Acceptable 2 = Partial 1 = Minimal

PROFESSIONAL COMPETENCIES	5	4	3	2	1
1. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching student.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To pilot (with the help of the cooperating teacher) teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school (as appropriate).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. To engage in professional development individually and with others.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No
The student teacher has selected and discussed aspects of this field experience (e.g. plans, evidence of student learning, self-assessments) for inclusion in the Working Professional Portfolio that show evidence of ongoing insight into their professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Giulia is a very enthusiastic student teacher who consistently reflects on her professional growth and the teaching environment. She sought out opportunities to go beyond the requirements of this field experience, forseeing what she can do to prepare for the next one. Even though it was not required or evaluated, with the guidance of her CT, Giulia wrote very elaborate lesson plans, that she presented in class. What initiative! Overall, Giulia is bubbling with excitement, is very responsible and overall professional in all her actions and interactions.

Giulia, working with you was a delightful experience! Continue demonstrating your passion for professional growth and teaching.

Best wishes for all your endeavours and have a wonderful summer!

I recommend that (name of student teacher) Giulia Lato is ☒ is not ☐
ready to proceed to the next field experience.

Signature: _____ Cooperating Teacher / Supervisor (circle one)

White – Student Teacher Yellow – Student Teaching Office Pink – Cooperating Teacher/Supervisor March 2014