## SECTION A: COOPERATING TEACHER’S COMMENTS

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Acceptable (developing)</th>
<th>Emerging (need to improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee demonstrated all listed competencies with confidence; processes were completed smoothly; problem-solved immediately and effectively</td>
<td>Trainee demonstrated most of the competencies; can do better in one or more areas</td>
<td>Performance is slightly above beginner’s level where trainee applied some of the competencies; however, needs to demonstrate better understanding and application</td>
<td>Performance is at beginner level where competencies have not be applied appropriately</td>
</tr>
</tbody>
</table>

### (I) TEACHING PROCESSES

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>COMPETENCIES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PRE-SESSION PLANNING</strong>&lt;br&gt;Exemplary&lt;br&gt;Proficient&lt;br&gt;Acceptable&lt;br&gt;Emerging</td>
<td>Provides brief description of student(s) needs and context for session&lt;br&gt;Includes a rationale for selecting focus area and connect it to student’s learning (big picture)&lt;br&gt;Develops clear (and measurable) objectives for student(s)&lt;br&gt;Plan for evaluating session is aligned with objectives, content of session, and focus skill</td>
<td></td>
</tr>
<tr>
<td><strong>2. SETTING UP FOR INSTRUCTION</strong>&lt;br&gt;Exemplary&lt;br&gt;Proficient&lt;br&gt;Acceptable&lt;br&gt;Emerging</td>
<td>Communicates clear behaviour expectations&lt;br&gt;Includes a positive and proactive approach to behaviour management; and consequences for failure to comply&lt;br&gt;Effectively uses physical space to structure session with minimal distractions&lt;br&gt;Effectively uses resources, visuals, work systems, and schedules (if appropriate)</td>
<td></td>
</tr>
<tr>
<td><strong>3. IMPLEMENTATION OF PLAN AND ACTIVITIES</strong>&lt;br&gt;Exemplary&lt;br&gt;Proficient&lt;br&gt;Acceptable&lt;br&gt;Emerging</td>
<td>Stimulates student’s interest and draws focus to session; makes connection to prior learning&lt;br&gt;Uses clear, developmentally appropriate language&lt;br&gt;Presents content/instructions in sequential manner to facilitate student learning&lt;br&gt;Methods/strategies are research-based, appropriate, and a good match to skills being addresses in focus area</td>
<td></td>
</tr>
<tr>
<td><strong>4. SKILL/STRATEGY INSTRUCTION AND SESSION WRAP-UP</strong>&lt;br&gt;Exemplary&lt;br&gt;Proficient&lt;br&gt;Acceptable&lt;br&gt;Emerging</td>
<td>Models skill steps, provides guided practice (scaffolds with gradual removal of adult support)&lt;br&gt;Provides student with independent practice&lt;br&gt;Conducts frequent checks of student’s understanding to guide activities in session (continue or modify)&lt;br&gt;Summarizes key points/ critical attributes of session; provides follow-up activities; preview next steps</td>
<td></td>
</tr>
</tbody>
</table>
## (I) TEACHING PROCESSES

<table>
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<th>COMPETENCIES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please tick one)</td>
<td>Place a tick (✓) when the competency is a strength</td>
<td>(strengths, areas for improvement and suggestions)</td>
</tr>
</tbody>
</table>
| 5. EVALUATION AND SELF-REFLECTION | □ Trainee analyses data and describes extent to which student(s) met desired session objectives  
                                         □ Explores multiple hypotheses for why objectives were not met  
                                         □ Reflects on lesson execution  
                                         □ Provides ideas for redesigning objectives, activities, or assessment components |                                                                          |
| 6. IN-CLASS SUPPORT          | □ Evidence of collaborative teamwork with teachers  
                                         □ Selects appropriate interventions for in-class support  
                                         □ Reflective/responsive in providing support  
                                         □ Collects data on student progress and make informed decisions for improvement |                                                                          |

## (II) PROFESSIONAL ATTRIBUTES AND ATTITUDES

<table>
<thead>
<tr>
<th>PROFESSIONAL ATTRIBUTES AND ATTITUDES</th>
<th>LEARNER-CENTRED VALUES</th>
<th>TEACHER IDENTITY</th>
</tr>
</thead>
</table>
| □ Excellent                         | □ Shows care and concern for pupils  
                                         □ Exhibits positive regard for students of various skill levels and diverse social-cultural backgrounds | □ Is keen to improve through reflective practice  
                                         □ and is responsive to advice and feedback  
                                         □ Exhibits acceptable professional conduct for educators (e.g., prompt submission of WS session plans, punctual for classes and meetings) |
| □ Good                               |                                                                                       | □ Projects a professional image (e.g., dresses appropriately)                      |
| □ Acceptable                        |                                                                                       | □ SERVICE to SCHOOL  
                                         □ Communicates well with all school personnel, parents, and students  
                                         □ Works collaboratively with colleagues  
                                         □ Shows interest and takes initiative for involvement in school programmes |
| □ Unacceptable                      |                                                                                       |                                                                                  |

Name of Cooperating Teacher: ____________________________ Signature/ Date: ____________________________

Please refer to Page 4 of this document for guidelines to complete this form
SECTION B: SCHOOL COORDINATING MENTOR’S COMMENTS

Comments (e.g., ‘areas of strengths’ areas requiring further guidance, professional conduct, work attitude, willingness to participate in school activities)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of School Coordinating Mentor : _________________________________________
Signature / Date : ____________________________________________________________

SECTION C: PRINCIPAL’S COMMENTS

I have noted the comments by the Cooperating Teacher [Section A] and School Coordinating Mentor [Section B]. My comments are as follows:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Principal : __________________________________________________________
Signature / Date : ____________________________________________________________
GUIDELINES FOR COMPLETING THE SUMMATIVE REPORT (PART 1) FOR PRACTICUM

The purpose of the Practicum is to guide the trainee AED (LBS)s in the development of their instructional skills. Trainees plan and execute intervention strategies for students with learning and behavioural difficulties/disabilities during withdrawal sessions and/or work collaboratively with teachers to provide in-class support. A summative report for practicum will be completed for each trainee AED/LBS.

Session A: For Cooperating Teacher (CT)

- To complete Section A, the CT will
  - review all six AP-WS forms collected over the duration of the practicum and review the Interim Report,
  - review the AP-ICS form
  - consider the trainee’s general progress from the initial stages to this final stage and comment on the trainee’s progress through the course of the practicum,
  - discuss the trainee’s progress with the SCM and/or NIES if necessary, and
  - read “How to write the final report” (pp. 18-19) and the final grading criteria in Practicum Summative Report (Part 2) (see Appendix D-3) before writing the report.

- When completing the form, pay special attention to the Processes listed. For each Process, tick the box against the quality that best summarizes the trainee’s overall performance. The purpose is to construct a profile of the AED (LBS)’s strengths and weaknesses in terms of his/her content knowledge, skills and professional qualities. It is important to substantiate the quality indicated with descriptive comments.

- The Competencies listed for the 7 Processes are to help highlight the key skills which should be displayed when carrying out that particular process. In the boxes provided, insert a ‘✓’ to represent strength (i.e., the skill is present and effective).

- The Comments section is for writing down the AED (LBS)’s strengths and areas for improvement, and suggestions for doing so.