## TEACHING PRACTICE SUMMATIVE REPORT (PART I)

[To be completed by the Main Cooperating Teacher]

Name of Student Teacher: ___________________________  CS1: ___________________________

Programme / Intake: ___________________________  CS2: ___________________________

School: ___________________________  CS3: ___________________________

Classes attached to: ___________________________

### Summary of Formative APT Forms

<table>
<thead>
<tr>
<th>Date of lesson observed</th>
<th>CS of lesson observed</th>
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</table>

**Part A: Teaching Processes**

<table>
<thead>
<tr>
<th>Lesson Observation 1</th>
<th>Lesson Observation 2</th>
<th>Lesson Observation 3</th>
<th>Lesson Observation 4</th>
<th>Lesson Observation 5</th>
<th>Lesson Observation 6</th>
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**Competency Level**

1: Not Yet; 2: Emerging; 3: Satisfactory; 4: Proficient; 5: Excellent

**Part B: Professional Attributes and Attitudes**

U: Unacceptable; A: Acceptable; G: Good; E: Excellent

**Attributes and Attitudes**

* The following section is to be completed with reference to **ALL** the formative APT forms.

### PART A: TEACHING PROCESSES

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>Competency Level</th>
<th>INTEGRATION</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Yet Emerging Satisfactory Proficient Excellent</td>
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<td></td>
<td>(Please tick one)</td>
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</tbody>
</table>

**Competencies**

- In the brackets provided,
  - insert ‘+’ when the competency is a strength;
  - insert ‘-’ when the competency is a weakness;
  - leave blank when the competency is neither a strength nor a weakness;
  - insert ‘NA’ when there is no opportunity for the student teacher to demonstrate the competency.

**Comments**

(strengths, areas for improvement and suggestions)

1. **Lesson Preparation**

- Determines appropriate lesson objectives
- Selects appropriate sequence and content
- Decides on appropriate instructional strategies
- Decides on teaching aids and learning resources
- Plans key questions to ask
- Considers learners’ profiles
- Develops a workable/appropriate time schedule
- Selects appropriate venue and set up

2. **Lesson Enactment**

- Introduces the lesson appropriately
- Arouses and sustains learner interest
- Encourages learner engagement
- Provides clear explanations/demonstrations
- Uses questions to deepen learning
- Exercises flexibility to meet learners’ needs
- Uses voice and language appropriately
- Facilitates collaborative and individual learning effectively
- Integrates ICT/resources effectively
- Paces lesson appropriately
- Concludes the lesson appropriately

* PE only – where environment is safe and space is maximised for effective teaching and learning.
# PART A: TEACHING PROCESSES

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### 3. ASSESSMENT and FEEDBACK
- Checks for understanding and provides feedback ( )
- Monitors and addresses understanding ( )
- Sets meaningful tasks ( )

### 4. POSITIVE CLASSROOM CULTURE
- Establishes interaction and rapport ( )
- Sets expectations and routines ( )
- Enforces expectations and routines effectively ( )
- Maintains positive discipline ( )
- Creates a secure environment which encourages trust and respect ( )
- Empowers learners ( )

# PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

Please note that feedback for Part B need not be based on lesson observations. Evidence can be obtained from the student teacher’s reflections, feedback conferences and observations of his/her interactions with pupils and colleagues.

### ATTRIBUTES / ATTITUDES

<table>
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- Unacceptable
- Acceptable
- Good
- Excellent

### LEARNER-CENTRED VALUES
- Shows care and concern for pupils ( )
- Encourages pupils’ interest in the subject ( )
- Has high expectations of pupils ( )
- Respects diversity of pupils’ backgrounds ( )

### TEACHER IDENTITY
- Has professional integrity ( )
- Able to adapt to different situations when necessary ( )
- Shows perseverance ( )
- Is receptive to feedback ( )
- Is reflective ( )
- Reports punctually for lessons and school events ( )
- Completes and submits assigned tasks on time ( )
- Marks pupils’ work promptly and accurately ( )
- Is sensitive to socio-cultural diversity ( )
- Projects a professional image ( )

### SERVICE to SCHOOL
- Shows initiative ( )
- Works well with peers and colleagues ( )
- Supports school’s events and programmes ( )