

Date (mm/dd/yyyy): 04/10/2013 Student: Stephen McCarthy
 School: Lower Canada College Cycle/Year/Subject(s): Senior school math
 Cooperating Teacher: Doug Neal / Chris George McGill Supervisor: Pierre Catellier

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

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

| Assess competency development in the following areas: | 5 | 4 | 3 | 2 | 1 |
|--|-----|---|----|---|---|
| Responds well to feedback and suggestions | ✓ | | | | |
| Strengths, limitations and strategies for improvement have been identified | | ✓ | | | |
| Contributes to the work of the team in an effective manner (including IEPs, if applicable) | | ✓ | | | |
| Participates in the activities of the school community | | ✓ | | | |
| A professional and up-to-date log of lesson plans and observations on teaching/learning is maintained | | ✓ | | | |
| | 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 that show evidence of ongoing insight into their professional development. | ✓ | | | | |

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.)

Stephen is very knowledgeable and independent. He requires very little direction once he is told the units he will be teaching. He is very competent at creating a classroom environment that is focused on learning, and non-threatening. Students like him and find him very approachable. He has quickly become part of the team here at LCC and has involved himself in co-curricular activities. He is very open to suggestions and seems willing to improve his teaching skills. He has conducted himself professionally and has always demonstrated a hard-working attitude.

*attach additional pages as necessary

Signature: Doug Neal

Cooperating Teacher or Supervisor



Date (mm/dd/yyyy): 04/08/2013 Student: STEPHEN McCARTHY
 School: Lower Canada College Cycle/Year/Subject(s): Secondary Mathematics
 Cooperating Teacher: C. George & D. Neal McGill Supervisor: P. Catellier

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

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

| Assess competency development in the following areas: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Responds well to feedback and suggestions | | ✓ | | | |
| Strengths, limitations and strategies for improvement have been identified | | ✓ | ✓ | | |
| Contributes to the work of the team in an effective manner (including IEPs, if applicable) | | ✓ | | | |
| Participates in the activities of the school community | ✓ | | | | |
| A professional and up-to-date log of lesson plans and observations on teaching/learning is maintained | | ✓ | | | |

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 that show evidence of ongoing insight into their professional development. | Yes ✓ | No |
|--|----------|----|

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.)

The CT, Doug Neal, and I seem to be completing an entire picture of Stephen. Some of the points are similar and others address competencies that the other hasn't addressed.

Both of us pointed out Stephen's style. I'm looking forward to seeing a less lectured style. The students can benefit from engaging activities which might include on paper type activities, group work, questions that challenge their thinking, puzzles etc.. Time for Stephen to exercise his creativity.

Organizational ability will also be under scrutiny starting with the lesson plan all the way to the end of class. Is the pacing good? Has Stephen differentiated the lesson? How are the students kept on task?

I'm curious to see if Stephen has been able to create a presence in class that the students respect and how he interacts with those that don't.

*attach additional pages as necessary

Signature: _____

Cooperating Teacher or Supervisor