

Associate Teacher's Summative Report

Reporting Period: October - December 2021

Program Type: Consecutive

Year: 1 FALL

Teacher Candidate (TC):	Kalene	Bond		
Associate Teacher (AT):	Mr. James Silvestro			
School:	LAD			
Grade(s) & Subject(s):	Grade 8			
use this form to provide sumr	back to your Teacher Candidate. native feedback to your Teacher (s by marking the Progress Chart b	Candidate. Assess your		
NFD Needs Further De Teacher Candidat At Risk Teacher Candidat experience and pr Not Applicable (Contraction of the contraction	e displays the appropriate lev	appropriate skill development am. External support to show this skill du	elopment. ent for their level and intervention the first two	on required.
(A) Progress Chart:		DAE	NFD	AR
Professionalism:	ism in attitude, appearance,			
conduct;	isin in attitude, appearance,	•	0	0
	g., shows initiative, enthusiasm, rofessional practice);	•	0	0
Demonstrates consistent a	nd punctual attendance;	•	0	0
	respect, integrity, trust, and care	e; •	0	
relationships with students administration;				
Active Observation an	d Participation:	DAE	NFD	AR
Takes initiative to learn abo			•	
Takes initiative to learn about	out the classroom, students and			
lesson planning;			•	
Observes and supports indi AT's lessons and other class	vidual and small groups during sroom activities	•	0	0

ollaboration and Assistance:	DAE	NFD	AR
ssists AT in planning and co-teaching a variety lessons and			
ctivities for students;	(0)		
Assists AT in out-of-classroom duties and supervision;	(0)	0	0
Assists in extra-curricular activities in the school		0	0
Classroom and School Environment	DAE	NFD	AR
Helps to maintain a safe and respectful classroom			
environment through personal example and positive	•		0
interaction with students;			
Shows awareness of and begins to develop effective		(o)	0
classroom management skills;			
Handles and maintains classroom/school scheduling routines		•	0
effectively;			
Displays the ability and willingness to be flexible and	•	0	0
adaptable when changes arise;		(0)	0
Displays and models good time management skills;	3	0	Õ
Displays and models good organizational skills;			
	DAE	NFD	AR
Planning and Preparation:	(0)		0
Consults with AT to identify topics and lessons to be taught; Makes lesson plans available for AT review in time for			0
feedback and revision if necessary;	•		
Prepares detailed and complete written lesson plans;	•		
Lessons have appropriate curriculum expectations, learning	(0)	0	
goals and success criteria;			
Prepares appropriate and relevant instructional resources;	•		
Plans engaging and meaningful introductory and culminating	•	0	0
activities;	(0)	0	
Keeps an up-to-date, well-organized Teacher Day Book			
Pedagogy and Lesson Execution	DAE	NFD	AR
Presents material in an accurate and meaningful manner to	•		
students;		(0)	0
Sets clear instructional expectations;			
Utilizes a variety of strategies to engage and motivate students and capture their interest	•		
Uses a range of instructional approaches to support the		(0)	0
needs of all learners;			
Uses technology as appropriate to enhance instruction and	•	0	0
student learning;			
Demonstrates flexibility and adaptability in lesson delivery	•		
and pacing; Utilizes a variety of questions with fluidity within the learning	•		0
context;			
Responds appropriately to students' questions	(•)		

with clarity, and with appropriate volume and on; appropriate oral communication including phrasing, atical form, and enunciation; se sensitivity to individual learners by tailoring a variety verbal strategies to enhance learning SEMENT DAE NFD AR The arange of effective strategies to assess student learning of, for) Trates appropriate assessment strategies into lessons; ides specific, meaningful and timely feedback and indual attention; ords/tracks assessment and provides to associate teacher FREE flective Practice Elf-reflective; the presevered through difficult moments, but the proposition of the proposition of the provides of the proposition of the proposition of the proposition of the proposition of the placement. She persevered through difficult moments, but the placement of the placement of the placement of the placement of the placement and adapted her confident as she neared the endoarsoom of the placement and adapted her confident in the abilities as a TC of the placement and adapted her confident as she neared the endoarsoom as difficulties with schedules arose especially during the classroom as difficulties with schedules arose especially during the classroom as difficulties with schedules arose especially during the classroom as difficulties with schedules arose especially during the classroom as difficulties with schedules arose especially during the classroom and dapted the real difficult the solution to remain the placement of the placement she gather more often with felicical proportion to establish herself as the teacher in the room. I would propose the case of the placement of the stablish research of the results to establish decrease of the more confident as she neared the endoars of the placement of the placement of the stablish decrease of the more confident as the cander of the more confident as she neared the endoars of the placement of the place	atical form, and enunciation; s sensitivity to individual learners by tailoring a variet verbal strategies to enhance learning ssment			
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Dates of Absense(s): Dates of Make-up Day(s):	Dates of Absense(s):	Dates of Make-up I	Day(s):	
Teacher Candidate's Signature: Late Brel Date: Wed Dec15	Associate Teacher's Signature:			Dec 18