



University  
of Windsor

### Associate/Mentor Teacher's Formative Report

To be completed MID-WAY through practicum.

Consecutive: FALL  WINTER  SPRING   
 Concurrent: SPRING

TEACHER CANDIDATE: Robinet Lauren  
 (Last Name) (First Name)

ASSOCIATE TEACHER: Mr. Mike Thrasher SCHOOL: Walkerville Collegiate

GRADE(S) and/or SUBJECT: Grade 9, 11, & 12 -- English

BOARD: Greater Essex County DSB  Windsor Essex CDSB  St. Clair CDSB  Lambton Kent DSB  Other: \_\_\_\_\_

**LEGEND**

- EXEMPLARY (E)**  
Displays very good/excellent teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.
- PROFICIENT (P)**  
Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.
- ADEQUATE (A)**  
Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, which may include respecting confidential information about students.
- DOES NOT MEET EXPECTATIONS (D)**  
Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, which may include respecting confidential information about students.

**E = EXEMPLARY : P = PROFICIENT : A = ADEQUATE : D = DOES NOT MEET EXPECTATIONS**

PERSONAL AND PROFESSIONAL FACTORS	E	P	A	D	n/a
<i>The teacher candidate:</i>					
1. Models professional and appropriate conduct	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cooperates with members of the school community	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dresses professionally and appropriately	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is punctual and prepared for school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Completes assigned tasks satisfactorily	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Responds positively to constructive feedback	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Practices independence and initiative	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively participates in the 'life' of the school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**  
 Lauren appears to be an independent thinker who is able to take feedback and incorporate it into her next lesson. She completes assigned tasks satisfactorily and is prepared to deliver her lessons.

COMMITMENT TO STUDENTS AND STUDENT LEARNING	E	P	A	D	n/a
<i>The teacher candidate:</i>					
1. Shows awareness of how children develop and learn	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Incorporates awareness of how socio-cultural differences impact student learning into lessons	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates a positive rapport with students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Encourages active student participation in the learning process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Promotes respectful pupil interactions in the school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**  
 There is a culture of mutual respect within the classroom because of the rapport Lauren is able to build with the students. She is interested in their opinions and they feel like they are part of the learning journey.

TEACHING PRACTICE	E	P	A	D	n/a
<b>A. Curriculum &amp; Subject Matter Competence</b> <i>The teacher candidate:</i>					
1. Demonstrates accurate knowledge of curriculum content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Differentiates instruction for learners	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sets clear instructional expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses effective strategies to assess student learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Comments:</b> The instructional expectations are set and the students know what the daily agenda of instructional activities will include. Lauren could try to differentiate her instruction so that more students are able to access the text.					
<b>B. Planning and Preparation</b> <i>The teacher candidate:</i>					
1. Prepares appropriate and relevant instructional resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares appropriate instructional plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Links daily lesson plans and long-range plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Includes key questions in lesson planning process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plans engaging introductory activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Plans effective culminating activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses technology effectively	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Plans opportunities for students to apply new learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Keeps an up-to-date and well organized Teacher's Day Book	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Comments:</b> Lauren has done a solid job of including key questions in her lessons. She has created daily writing activities that force the students to think about the topic in a way that relates to their own lives. With this, the students are able to relate the text to their own lives and the world around them.					
<b>C. Lesson Execution</b> <i>The teacher candidate:</i>					
1. Presents material in an accurate and meaningful manner to students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sequences learning experiences logically	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses a variety of strategies to motivate students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Effectively engages students in the learning process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrates flexibility and adaptability in lesson delivery and pacing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Handles lesson transitions effectively	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Provides effective feedback and individual attention	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Utilizes a variety of questions with fluidity within the learning context	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Responds appropriately to students' questions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Comments:</b> The lessons are executed at the level of a teacher candidate in his/her first practicum placement. She is organized and understands how her lessons connect to one another. She is encouraged to use a variety of strategies to motivate students to learn, especially when they are encountering a difficult text like Hamlet.					



<b>D. Communication</b> <i>The teacher candidate:</i>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>n/a</b>
1. Speaks with clarity, and with appropriate volume and expression	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Models appropriate oral communication including phrasing, grammatical form, and enunciation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Displays sensitivity to individual learners by tailoring a variety of nonverbal strategies to enhance learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**  
Lauren has a strong vocal presence and models appropriate oral communication while delivering her lessons.

<b>E. Learning Environment, Classroom Management and Motivation</b> <i>The teacher candidate:</i>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>n/a</b>
1. Supports a classroom environment conducive to learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Values the individuality of all learners, and responds in an inviting manner	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Handles classroom/school scheduling routines effectively	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Displays and models good time management and organizational skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses appropriate classroom management strategies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**  
There have been few classroom management issues during Lauren's placement. The students respond well to her because she is able to keep them occupied with the learning so they do not become distracted and create issues.

**OVERALL ASSESSMENT:**

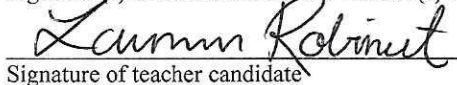
<p><b>Areas of Strength:</b> Lauren is excellent when communicating with students in an open forum. She is able to get a variety of voices involved in the discussion and makes students feel valued. She has a gentle approach with students and they respond to this with a positive attitude.</p>	<p><b>Provide suggestions for improvement:</b> Lauren has to spend some time preparing assessments that will allow students to think in new and interesting ways about the literature being studied. For her next practicum placement she is encouraged to look at a variety of assessments she could use with students in a senior level English class.</p>
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**Overall Performance Assessment:** If a teacher candidate is experiencing serious difficulties in the placement and is at risk of receiving a "Borderline" or "Unsatisfactory" Summative report, consultation with the Faculty Advisor is required.

**Dates of Absence(s):** NONE

  
Signature(s) of Associate/Mentor Teacher(s) or Principal submitting this report

10/30/2015  
Date

  
Signature of teacher candidate

Oct. 30/15  
Date

(Indicates receipt of the report, not necessarily agreement with its content)

- The report has been reviewed with the teacher candidate
- The teacher candidate has signed the Associate/Mentor Teacher's Formative Report
- The teacher candidate has NOT signed the Formative report. Please contact the Faculty of Education