



University
of Windsor

Associate/Mentor Teacher's Summative Report

To be completed at the end of the 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: Grades 9, 11, & 12 -- English & Leadership

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 needs 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

The teacher candidate:

	E	P	A	D	n/a
1. Models professional and appropriate conduct	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cooperates with members of the school community	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dresses professionally and appropriately	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Responds positively to constructive feedback	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Miss Robinet completed this placement with a better sense of how a school works and runs on a day-to-day basis. She completed assigned tasks when asked to do so and responded positively to constructive feedback.

COMMITMENT TO STUDENTS AND STUDENT LEARNING

The teacher candidate:

	E	P	A	D	n/a
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Promotes respectful pupil interactions in the school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

There is a culture of respect within the classroom when Miss Robinet is at the helm. Students are encouraged to actively participate in the learning and they are both respectful of her and one another.

TEACHING PRACTICE	E	P	A	D	n/a
A. Curriculum & Subject Matter Competence					
<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"/>
Comments:					
The strategies and instruction used were appropriate for a teacher in his/her first placement. Lauren was able to set clear instructional expectations and she tried to differentiate her instruction so that all learners felt welcomed in the classroom.					
B. Planning and Preparation					
<i>The teacher candidate:</i>					
1. Prepares appropriate and relevant instructional resources	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares appropriate instructional plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Links daily lesson plans and long-range plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Includes key questions in lesson planning process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plans engaging introductory activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Plans effective culminating activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses technology effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Plans opportunities for students to apply new learning	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
Lauren made strong daily lesson plans and connected these plans to one another and to a long range goal of what she wanted the students to achieve. She was particularly well versed in using technology to engage students in the lesson.					
C. Lesson Execution					
<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"/>
Comments:					
The daily lessons were planned and the material was presented in an accurate way. Lauren tried to engage students in the learning process and was able to demonstrate flexibility when doing so.					

D. Communication <i>The teacher candidate:</i>	E	P	A	D	n/a
1. Speaks with clarity, and with appropriate volume and expression	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Models appropriate oral communication including phrasing, grammatical form, and enunciation	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:
Lauren has strong oral communication skills. The students were easily able to hear and understand her instructions. She lead class discussions with ease and created an atmosphere where students were encouraged to listen and contribute.

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

Comments:
It should be noted that Lauren encountered very few classroom management issues during this placement. She was able to keep the students engaged in the learning; therefore there were few problems. The students could see that Lauren understood what needed to happen next during a lesson, so as a result, the students responded to her with respect.

OVERALL ASSESSMENT:

<p>Areas of Strength: Lauren is able to plan effectively for daily lessons. She understands how to use a lesson plan template and when to use technology to engage the students in a topic they might not otherwise want to learn about. Lauren has a strong sense of what needs to happen in an English classroom and this natural instinct will serve her well in the future.</p>	<p>Provide suggestions for improvement: More time should have been spent on getting to know the students on an individual basis. While she was able to build rapport, she still didn't display enough attention to individual student needs. More time spent on differentiating activities and getting to know the students on a personal level will help her to build a stronger rapport with the students.</p>
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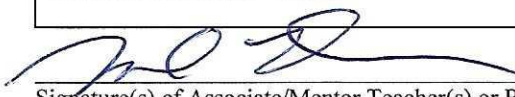
Please indicate your OVERALL assessment by checking ONE box ONLY.
*If the teacher candidate will be receiving a "Borderline" or "Unsatisfactory" Summative report, consultation with the Faculty Advisor is required. A supplemental assessment form for additional comments is available.

Satisfactory

 *** Borderline**

 ***Unsatisfactory**

Dates of Absence(s): None


12/11/2015
Date

Signature of teacher candidate _____ 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 Summative Report
- The teacher candidate has NOT signed the Summative report. Please contact the Faculty of Education