



University
of Windsor

Faculty of Education
and Academic Development

LEAD Teacher Candidate Formative Report -
Probationary

TEACHER CANDIDATE: Robinet
(Last Name)

Lauren
(First Name)

SST: Anna Laforte

SCHOOL: Waukeville

Performance Expectations	Co-Constructed Success Criteria	Development Needed	Meets Expectation
Initiative	<ul style="list-style-type: none"> Demonstrates a willingness to take on new tasks and challenges Successfully completes most tasks independently but asks for additional support, as appropriate, when faced with unfamiliar tasks or situations Contributes new ideas; is a self-starter; looks for ways to add value to the learning environment Plans ahead for upcoming problems or opportunities and takes appropriate action; recognizes and acts upon opportunities. 		✓
Critical Thinking / Problem Solving	<ul style="list-style-type: none"> Considers the school's priorities and initiatives when making decisions and is willing to look at alternative issues when necessary Acknowledges when one doesn't know something and takes steps to find out Identifies problems and recommended solutions to others rather than just identifying or describing the problem itself Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence 		✓
Connecting to Students	<ul style="list-style-type: none"> Models and promotes the joy of learning for all educational pathways Effectively prompts and motivates students to improve student learning Demonstrates a positive and professional rapport with students Promotes polite, genuine and respectful student interactions 		✓
Collegial / Collaborative	<ul style="list-style-type: none"> Puts in extra effort when needed to help others Proactively shares relevant or useful information regarding student learning and keeps other team members up to date. Co-operates to meet team goals even at expense of personal preferences Accepts constructive feedback in a positive manner with a willingness to learn Considers others' input and expertise; is willing to learn from others 		✓

School Specific Expectations	Co-Constructed Success Criteria	Development Needed	Meets Expectation
	<ul style="list-style-type: none"> Successfully balance schedule and effectively communicate with all associates. Informally begin to identify needs of students and school as a community Communicate daily via email or text with associate for SST. Show initiative in terms of changes in support. Seek out guidance, library etc if your help is needed. (Ask SST first) 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓



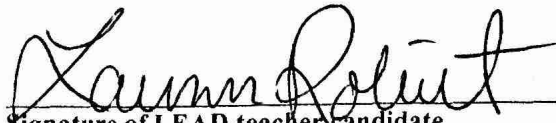
OVERALL ASSESSMENT:

<p>Areas of Strength:</p> <p>Connecting with students. Approachable.</p> <p>Excellent problem solving skills when in the support room and working one-on-one with students.</p> <p>Works collaboratively with all colleagues.</p>	<p>Provide suggestions for improvement:</p> <p>Continue to communicate with SST regarding any challenges with managing time.</p> <p>Continue to support students 'in risk'.</p> <p>Walking around a classroom and encouraging student engagement.</p>
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Overall Performance Assessment: If a LEAD 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 of Education and Academic Development is required.


Signature(s) of Student Success Teacher(s) or Principal submitting this report

NOV 5/2015
Date


Signature of LEAD teacher candidate

NOV 5/15
Date

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