



University
of Windsor

Faculty of Education
and Academic Development

LEAD Teacher Candidate Summative Report

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

SST: Anna LaPorte SCHOOL: Walkerville

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
	See attached handout.		



OVERALL ASSESSMENT:

Areas of Strength:

Initiative with regards to student support and working within a classroom (credit recovery), was outstanding. Classroom teacher regarded the support positively.

Communication between associates.

Confidence with rapport with students and positive relationships.

Preparation of OSSLT materials for supplemental support.

Provide suggestions for improvement:

Continue to support at risk students.

Recommendation for the LEAD Program: Indicate if you recommend the teacher candidate being accepted into the two-year LEAD program.

I recommend Lauren for LEAD

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

Dec 11/15 Date

[Signature] Signature of LEAD teacher candidate (Indicates receipt of the report, not necessarily agreement with its content)

Dec 11/15 Date

LEAD Candidate Suggested Expectations – YEAR 1

Date	In School Activities
Practicum # 1 Monday Oct. 19 – Friday Oct. 30 (SST 50%)	<ul style="list-style-type: none"> - Assist Student Success Teacher, Learning Support Teacher, Learning Commons Teacher Librarian and other student success oriented assets (VP, CYF, CYW, etc.) within the school - Academic tutors – organization support – binders and notes - Introductions with at-risk students on Student Success list – academic mentoring - Introductions with all staff members - Calendar of at risk classrooms – they visit and provide support based on teacher need, email every day with what they did, (feedback for Student Success Teacher on student progress) - School Specific Needs Assessment (informal)
Practicum # 2 Monday Nov. 23 – Friday Dec. 4 (SST 50%)	<ul style="list-style-type: none"> - Monitor Student Success Room - Visit grade 7 elementary feeder schools/ transition activity (Nov 30/ 9am @ Begley, Dec 2/ 9am @ Hugh Beaton, Dec 3/ 9:15am @ Prince Edward, and Dec 4/ 9am @ King Edward) - Academic tutoring - Literacy Preparation - Calendar of at risk classrooms – they visit and provide support based on teacher need, email every day with what they did, (feedback for Student Success Teacher on student progress) - School Specific Needs Assessment (informal)
Practicum # 3 Monday Feb. 22 – Friday March 11 Monday March 21 – Friday April 1 (SST 50%)	<ul style="list-style-type: none"> - Literacy Preparation – workshops, tutoring, Grade 10 in-class support - School Specific Needs Assessment - Support School based projects – Speak Up Grants - Plan/execute grade 7 or 8 visit (on their own) - Academic tutoring with at-risk students - Service Learning Project Proposal - Leadership workshop