



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: Marc Behm SCHOOL: Walkerville Collegiate

GRADE(S) and/or SUBJECT: 10/ Canada since 1914

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

*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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Comments:

Lauren is active in the preparation for the OSSTL, and has joined a PLC that focuses on student physical, and mental well-being.

#### 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:

This placement is Ms. Robinet's first opportunity to teach in the Applied stream. She has indicated that she has found it to be a lot different than her prior placement with academic stream students, but in the last weeks she has made adjustments in her lesson plans in order to address her student's learning styles.



Curriculum & Subject Matter Competence <i>The teacher candidate:</i>	E	P	A	D	n/a
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 checked="" type="radio"/>	<input 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:**

Ms. Robinet developed rubrics that make the expectations clear. She has accessed the IEP's that some of her students have, and has adjusted as required.

B. Planning and Preparation <i>The teacher candidate:</i>	E	P	A	D	n/a
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

Lauren is teaching the WWI unit, and has a clear understanding of what the curriculum expectations are in this unit. She has developed, and posted the learning goals for her classes, as well as having the students discuss, and copy them in their notes. She has, of yet, not had the opportunity to develop the unit's culminating activity. Lauren has also used programs like KAHOOT in order to cement learning.

C. Lesson Execution <i>The teacher candidate:</i>	E	P	A	D	n/a
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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

As the classes that Lauren is teaching are part of the ministry QUADSI program, she has been asked to provide discriptive feedback to her students. She decided to use on period in order to discuss with each student their progress to date, they are missing, and how they can improve their work, and meet expectations. She then asked students to re-submit assignments that had not met expectations, in order that they do so. This was a very effective strategy for her students' learning.



Communication teacher candidate:	E	P	A	D	n/a
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 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

Lauren continues to work to improve her Socratic questioning by modifying her pacing. She also includes hand-outs as a nonverbal aid when presenting new material.

E. Learning Environment, Classroom Management and Motivation The teacher candidate:	E	P	A	D	n/a
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 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 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:**

Lauren is showing improvement in her lesson timing. As previously mentioned, this is her first opportunity to teach applied classes, so there was a learning curve on students' ability to complete a task in one period. She has also come to understand that homework is often not completed when asked for, and has begun to set some time at the beginning of class for task completion, along with review. Lauren is also working on her classroom management strategies. She has changed the seating plan in period 4, in order to improve learning. She has also interviewed students away from their peers, after objectionable behaviour has occurred. She has not had any major class management problems because of this proactive approach.

**OVERALL ASSESSMENT:**

**Areas of Strength:**

- planning
- enthusiasm
- welcoming

**Provide suggestions for improvement:**

- Socratic questioning, wait-time, pacing
- including key questions in her lesson

**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): 0

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

*Lauren Robinet*

Signature of teacher candidate

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

Date

03/11/16

March 11/16

Date