



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

Lauren showed more independence in how she delivered curriculum in the latter half of the placement. She continued to support the OSST effort, and our PLC group.

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates a positive rapport with students	<input checked="" type="radio"/>	<input 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:
 As is expected, in the latter half of the placement, Lauren formed a good teacher-student bond with her classes. Some students, who were initially "suspicious" because they "hate" all student teachers, remarked that they thought she was "OK". This was due to her openly showing interest in their success, on a daily basis.

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	☐	●	☐	☐	☐
2. Differentiates instruction for learners	●	☐	☐	☐	☐
3. Sets clear instructional expectations	●	☐	☐	☐	☐
4. Uses effective strategies to assess student learning	●	☐	☐	☐	☐

Comments:

Checklists, rubrics, and learning goals and success criteria made her expectations transparent to the students. Her assignments have begun to allow students to access different intelligences, to show learning.

B. Planning and Preparation	E	P	A	D	n/a
<i>The teacher candidate:</i>					
1. Prepares appropriate and relevant instructional resources	●	☐	☐	☐	☐
2. Prepares appropriate instructional plans	●	☐	☐	☐	☐
3. Links daily lesson plans and long-range plans	●	☐	☐	☐	☐
4. Includes key questions in lesson planning process	☐	●	☐	☐	☐
5. Plans engaging introductory activities	☐	●	☐	☐	☐
6. Plans effective culminating activities	●	☐	☐	☐	☐
7. Uses technology effectively	●	☐	☐	☐	☐
8. Plans opportunities for students to apply new learning	●	☐	☐	☐	☐
9. Keeps an up-to-date and well organized Teacher's Day Book	●	☐	☐	☐	☐

Comments:

Lauren continued to use varied resources to instruct her students; PowerPoint, readings, internet research, and film and documentaries were all used to present material. Her lessons all gave students the opportunity to show their understanding through Questioning, and written response.

C. Lesson Execution	E	P	A	D	n/a
<i>The teacher candidate:</i>					
1. Presents material in an accurate and meaningful manner to students	●	☐	☐	☐	☐
2. Sequences learning experiences logically	●	☐	☐	☐	☐
3. Uses a variety of strategies to motivate students	☐	●	☐	☐	☐
4. Effectively engages students in the learning process	●	☐	☐	☐	☐
5. Demonstrates flexibility and adaptability in lesson delivery and pacing	●	☐	☐	☐	☐
6. Handles lesson transitions effectively	●	☐	☐	☐	☐
7. Provides effective feedback and individual attention	●	☐	☐	☐	☐
8. Utilizes a variety of questions with fluidity within the learning context	☐	●	☐	☐	☐
9. Responds appropriately to students' questions	●	☐	☐	☐	☐

Comments:

Lauren continued to provide effective descriptive feedback to students, and allowing them to re-approach assignments in order to meet expectations. She asks all students to participate in readings by using the "pop-corn" method.

D. Communication The teacher candidate:	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 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's Socratic questioning showed improvement, but at times she still machine-gunned questions, leaving out "wait-time". Her inclusion of both oral and written delivery was well done.

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

Comments:

Lauren continued to work on her class management. Her engaging manner limited the problems that sometimes crop up in class. She should continue to develop strategies that allow her to manage the class, without engaging verbally. She should work to develop a strategy that addresses inappropriate cell phone usage during class.

OVERALL ASSESSMENT:

Areas of Strength:

- inclusive classroom
- class discussions
- adaptability of lessons to compensate for interruptions
- link plans to goals

Provide suggestions for improvement:

- Socratic questioning
- continue to develop motivation strategies for reluctant/defiant students.
- continue to develop differentiated lessons

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): 0

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

01/04/16
Date

Signature of teacher candidate

01/04/16
Date

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