



Associate Teacher's Summative Report

Reporting Period: October - December 2021

Program Type: Consecutive

Year: 1 FALL

Teacher Candidate (TC): Jade Williamson

Associate Teacher (AT): Krislyn Malott

School: Hon. W.C. Kennedy Collegiate

Grade(s) & Subject(s): Grade 11 and 12 Family Studies

To the Associate Teacher:

Please provide ongoing feedback to your Teacher Candidate. At the end of this practicum, use this form to provide summative feedback to your Teacher Candidate. Assess your Teacher Candidate's progress by marking the Progress Chart below.

Legend

DAE	Developing As Expected Teacher Candidate displays the appropriate level of skill development.
NFD	Needs Further Development Teacher Candidate displays slightly below the appropriate skill development.
AR	At Risk Teacher Candidate does not display the appropriate skill development for their level of experience and progression through the program. External support and intervention required.
N/A	Not Applicable (On Formative Assessment Only) Teacher Candidate has not had an opportunity to show this skill during the first two weeks of this practicum OR Too soon to evaluation the Teacher Candidate on this item in the Progress Chart.

(A) Progress Chart:

Professionalism:	DAE	NFD	AR
Demonstrates professionalism in attitude, appearance, conduct;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (e.g., shows initiative, enthusiasm, and interest in improving professional practice);	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust, and care;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes supportive, respectful and professional relationships with students, teachers, staff, and administration;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Active Observation and Participation:	DAE	NFD	AR
Takes initiative to learn about the school community;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes initiative to learn about the classroom, students and lesson planning;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes and supports individual and small groups during AT's lessons and other classroom activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaboration and Assistance:

DAE

NFD

AR

Assists AT in planning and co-teaching a variety lessons and activities for students;

Assists AT in out-of-classroom duties and supervision;

Assists in extra-curricular activities in the school

Classroom and School Environment

DAE

NFD

AR

Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students;

Shows awareness of and begins to develop effective classroom management skills;

Handles and maintains classroom/school scheduling routines effectively;

Displays the ability and willingness to be flexible and adaptable when changes arise;

Displays and models good time management skills;

Displays and models good organizational skills;

Planning and Preparation:

DAE

NFD

AR

Consults with AT to identify topics and lessons to be taught;

Makes lesson plans available for AT review in time for feedback and revision if necessary;

Prepares detailed and complete written lesson plans;

Lessons have appropriate curriculum expectations, learning goals and success criteria;

Prepares appropriate and relevant instructional resources;

Plans engaging and meaningful introductory and culminating activities;

Keeps an up-to-date, well-organized Teacher Day Book

Pedagogy and Lesson Execution

DAE

NFD

AR

Presents material in an accurate and meaningful manner to students;

Sets clear instructional expectations;

Utilizes a variety of strategies to engage and motivate students and capture their interest

Uses a range of instructional approaches to support the needs of all learners;

Uses technology as appropriate to enhance instruction and student learning;

Demonstrates flexibility and adaptability in lesson delivery and pacing;

Utilizes a variety of questions with fluidity within the learning context;

Responds appropriately to students' questions

Communication	DAE	NFD	AR
Speaks with clarity, and with appropriate volume and expression;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models appropriate oral communication including phrasing, grammatical form, and enunciation;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

Assessment	DAE	NFD	AR
Uses a range of effective strategies to assess student learning (as, of, for)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate assessment strategies into lessons;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides specific, meaningful and timely feedback and individual attention;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records/tracks assessment and provides to associate teacher	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-Reflective Practice	DAE	NFD	AR
Is self-reflective;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts constructive feedback;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates ATs suggestions into professional practice;	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

(B) Associate Teacher Comments:

Strengths	Areas of Improvement
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Miss Williamson was a natural in the classroom. After observing the first week of practicum, she was easily able to co-plan, co-teach and independently teach a multitude of lessons.

She was able to develop an appropriate and strong rapport with the students, which she carried forward to her classroom management skills.

She developed lessons using differentiated instruction strategies and created assessments that reflected curriculum expectations, while keeping in mind multiple intelligences.

Miss Williamson is encouraged to explore different pacing options for lessons. This will of course depend on the course and grade level she is teaching.

For example, when hosting class discussions, she is encouraged to provide students with time to mull the question or topic over, before asking for answers.


Please Check ONE

- Overall, this practicum placement has been satisfactory.
- Overall, this practicum placement has not been satisfactory.

Dates of Absence(s):

Dates of Make-up Day(s):

Associate Teacher's Signature:



Date: Dec 15 2021

Teacher Candidate's Signature:



Date: Dec 15 2021

(Teacher Candidate's signature indicates he or she has reviewed and received a copy of this report)

