



University  
of Windsor

### Associate/Mentor Teacher's Formative Report

To be completed MID-WAY through practicum.

Consecutive: FALL  WINTER  SPRING

Concurrent: SPRING

TEACHER CANDIDATE: Kornacki Gillian  
(Last Name) (First Name)

ASSOCIATE TEACHER: Lisa Donaldson SCHOOL: Walkerville Collegiate Institute

GRADE(S) and/or SUBJECT: Grade Ten Academic English

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 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"/>

#### Comments:

Gillian demonstrates excellence in all these areas.

#### 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 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:

Gillian shows awareness of how children learn through direct questions, observation and a self-reflective practice. She also encourages active student participation in the learning process through implementing small group work and facilitating class discussion. She is constantly checking in to see if students understand, or have any questions (thumbs up/down, while watching the film write down any questions), thereby also fostering metacognition.



TEACHING PRACTICE	E	P	A	D	n/a
<b>A. Curriculum &amp; Subject Matter Competence</b> <i>The teacher candidate:</i>					
1. Demonstrates accurate knowledge of curriculum content	<input checked="" type="radio"/>	<input 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"/>
<b>Comments:</b> Despite feeling insecure about her knowledge in her second teachable subject area, Gillian is doing a great job teaching Romeo and Juliet. She demonstrates accurate knowledge of the text, stopping often during Reader's Theatre or while viewing the play on film, to answer students' questions and clarify any confusion.					
<b>B. Planning and Preparation</b> <i>The teacher candidate:</i>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>n/a</b>
1. Prepares appropriate and relevant instructional resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares appropriate instructional plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Links daily lesson plans and long-range plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Includes key questions in lesson planning process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plans engaging introductory activities	<input checked="" type="radio"/>	<input 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"/>
<b>Comments:</b> Gillian creates engaging introductory activities ranging from an interesting multi-media slide show to introduce both Ekphrastic Poetry and William Shakespeare. She also uses technology to effectively stimulate student learning, and as a formative assessment tool to track knowledge building (Kahoot Quizzes for Romeo and Juliet).					
<b>C. Lesson Execution</b> <i>The teacher candidate:</i>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>n/a</b>
1. Presents material in an accurate and meaningful manner to students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sequences learning experiences logically	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Utilizes a variety of questions with fluidity within the learning context	<input checked="" type="radio"/>	<input 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"/>
<b>Comments:</b> Gillian is cognizant of striving to plan and create lesson plans and assessments that incorporate all four learning strands, and cater to a variety of different learning styles. She provides consistent feedback and individual attention during class instruction, group work, and 'pencil to paper' tasks.					

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

**Comments:**

From the beginning, Gillian set an authentic, engaging, friendly and professional tone with her students.

<b>E. Learning Environment, Classroom Management and Motivation</b> <i>The teacher candidate:</i>	<b>E</b>	<b>P</b>	<b>A</b>	<b>D</b>	<b>n/a</b>
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

Gillian displays and models excellent time management and organizational skills. She is well prepared, and always extremely present with her students. She is also very attentive to what is going on in the classroom, and meeting individual student's needs.

**OVERALL ASSESSMENT:**

<p><b>Areas of Strength:</b> Gillian has a friendly and positive demeanor that quickly establishes a positive rapport with students. She is well prepared, and has strong time management skills. She strives to create lessons that are engaging, and meet curriculum expectation. Her practice is self-reflective, and thus, will continue to develop and grow over time.</p>	<p><b>Provide suggestions for improvement:</b> Gillian will continue to build her "English Teaching Toolbox" and confidence in her second teachable.  We will continue to have daily conversations about fine tuning aspects of lesson planning, execution, and assessment.</p>
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**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):**

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

Mar 8/16  
Date

E. Kornacki  
Signature of teacher candidate  
(Indicates receipt of the report, not necessarily agreement with its content)

03/08/16  
Date

- The report has been reviewed with the teacher candidate
- The teacher candidate has signed the Associate/Mentor Teacher's Formative Report
- The teacher candidate has NOT signed the Formative report. Please contact the Faculty of Education