



Associate/Mentor Teacher's Summative Report

To be completed at the end of the practicum.

Consecutive: FALL WINTER SPRING
 Concurrent: SPRING

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

ASSOCIATE TEACHER: Lisa Donaldson SCHOOL: Walkerville Collegiate Institute

GRADE(S) and or SUBJECT: ENG 2D

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"/>

Comments:
 Gillian is consummate professional in all of these areas.

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 checked="" type="radio"/>	<input 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:
 Gillian developed a positive and strong rapport with the students in a short amount of time. Students were actively engaged in many activities that got them out of their seats and involved in the learning process. From small group work, to dynamic introductory activities Gillian created a positive and motivational learning environment.

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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Differentiates instruction for learners	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
Gillian covered, and demonstrated knowledge of curriculum content through a well designed and implemented Romeo and Juliet Unit. Differentiated instruction for learners appeared throughout her lessons. She posted learning goals for the students to see in the classroom, and her assignments clearly outlined the success criteria.					
B. Planning and Preparation					
<i>The teacher candidate:</i>					
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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input 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:					
Gillian planned and implemented a fluid, effective and engaging Romeo and Juliet unit. She planned many opportunities for students to apply new learning, and that catered to a variety of learners and multiple intelligences. Gillian also did a great job reinforcing classroom expectations, procedures and routines.					
Gillian created engaging activities ranging from an interesting multi-media slide show to introduce both Ekphrastic Poetry and Romeo and Juliet, an interactive Gallery Walk that illuminated students' higher level thinking regarding the themes in the play, and lastly a culminating activity called "Acting Up," that showcased all four learning strands.					
She also uses technology to effectively stimulate student learning, and as a formative assessment tool to track knowledge building.					
C. Lesson Execution					
<i>The teacher candidate:</i>					
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 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Handles lesson transitions effectively	<input checked="" type="radio"/>	<input 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 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"/>
Comments:					
Gillian presents material using a multi-modal approach. Her lessons, activities and assessments included differentiated instruction, and considered all four learning strands. For example, her culminating activity for Romeo and Juliet was extremely well planned, and executed. From putting students into groups, observation and support, to evaluation, Gillian learned much about how students' learn, work in groups, and the evaluation process itself. She handled all aspects of this process exceptionally well.					
She is very attentive to students' individual needs. She provides consistent feedback and individual attention during class instruction, group work, and 'pencil to paper' tasks. She also spent time before school, at lunch, and after school to help individual students.					

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

Comments:
 Gillian is an extremely enthusiastic, animated and engaging teacher, and invested in creating an atmosphere that enhances students' learning.

E. Learning Environment, Classroom Management and Motivation.	E	P	A	D	n/a
<i>The teacher candidate:</i>					
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>Areas of Strength: Gillian has all the makings of a consummate professional, and natural born teacher. Her enthusiasm and positive nature, combined with her sensitivity towards student needs, make her an exceptional teacher candidate. It has been a pleasure to work with Gillian.</p>	<p>Provide suggestions for improvement: Gillian by nature is extremely responsible, conscientious, and self-reflective. I know she will continue to grow her strong classroom management, and lesson planning/execution with time and experience.</p>
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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):

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

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

 Date
 April 4/16
 04/04/16

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