

Associate Teacher's Summative Report

(Year 2 FALL Practicum 3)
Reporting Period: November 30, 2016 - December 16, 2016

Teacher Candidate (TC): Gillian Kornaki

Associate Teacher (AT): Marc Behm

School: Walkerville CI

Grade(s) & Subject(s): 10 and 11 Canadian and America

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. Assess your Teacher Candidate's progress by marking the Progress Chart below.

Legend

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DAE	Developing As Expected
DAC	Teacher Candidate displays the appropriate level of skill development.
NFD	Needs Further Development
INFL	Teacher Candidate displays slightly below the appropriate skill development.
	At Risk
AR	Teacher Candidate does not display the appropriate skill development for their level of
	experience and progression through the program. External support and intervention required.
	Not Applicable (On Formative Assessment Only)
N/A	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;	٠	Φ.,	0
Has a strong work ethic (e.g., shows initiative, enthusiasm, and interest in improving professional practice);	٠	0	0
Demonstrates consistent and punctual attendance;		()	0
Upholds OCT standards of respect, integrity, trust, and care;	(6)	0	O
Establishes supportive, respectful and professional		exercise collection and a	1965 Taylor (19
relationships with students, teachers, staff, and administration;	•	0	Q

Active Observation and Participation:	DAE	NFD	AR
Takes initiative to learn about the school community;	(0)	0	0
Takes initiative to learn about the classroom, students and lesson planning;	(9)	0	0
Observes and supports individual and small groups during AT's lessons and other classroom activities	۱	0	0

Collaboration and Assistance:	DAE	NFD	AR
Assists AT in planning and co-teaching a variety lessons and	(1)	0	(3)
activities for students; Assists AT in out-of-classroom duties and supervision;			17
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;	•	0	0
Shows awareness of and begins to develop effective		11 - 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
classroom management skills;	(9)	Q	0
Handles and maintains classroom/school scheduling routines	(0)	0	O
effectively; Displays the ability and willingness to be flexible and			
adaptable when changes arise;	(9)	0	0
Displays and models good time management skills;	•	0	
Displays and models good organizational skills;	(6)	0	0
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;	(8)	0	0
Prepares detailed and complete written lesson plans;	(6)	0	Ö
Lessons have appropriate curriculum expectations, learning	(a)	0	(*)
goals and success criteria;		the type the to	
Prepares appropriate and relevant instructional resources; Plans engaging and meaningful introductory and culminating	and a second	her?	9
activities;	(0)	0	0
Keeps an up-to-date, well-organized Teacher Day Book	•	0	0
Pedagogy and Lesson Execution Presents material in an accurate and meaningful manner to	DAE	NFD	AR
students;	(9)	0	0
Sets clear instructional expectations;	٥	0	0
Utilizes a variety of strategies to engage and motivate	(3)	(')	0
students and capture their interest			***
Uses a range of instructional approaches to support the needs of all learners;	(1)	0	0
Uses technology as appropriate to enhance instruction and	(6)	75	~ · · · · · · · · · · · · · · · · · · ·
student learning;	34/	\\\\\\\\\\\\\.	3.07
Demonstrates flexibility and adaptability in lesson delivery	(<u>6</u>)	0	0
and pacing; Utilizes a variety of questions with fluidity within the learning		**************************************	A CONTRACTOR AND A CONT
context;	•	0	0
Responds appropriately to students' questions	(0)	0	Ö

Communication	DAE	NFD	AR
Speaks with clarity, and with appropriate volume and expression;	•	0	0
Models appropriate oral communication including phrasir grammatical form, and enunciation;	ng.	•	0
Displays sensitivity to individual learners by tailoring a var of nonverbal strategies to enhance learning	riety	0	0
Assessment	DAE	NFD	AR
Uses a range of effective strategies to assess student leard (as, of, for)	ning	\Diamond	0
Integrates appropriate assessment strategies into lessons Provides specific, meaningful and timely feedback and	<u>.</u>	0	0
individual attention; Records/tracks assessment and provides to associate teach	cher (e)	Ω	· · · · ·
Self-Reflective Practice	DAE	NFD	AR
is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional practice;	0	8	9 8 9
(B) Associate Teacher Comments:			
Strengths	Areas of Improveme	nt	
-involved with community in that she helped organize seasonal lunch for some of our economically challenged studentsdeveloped strategies in order to manage challenging student -differentiated her lessons in order to reach the majority of studentsincorporated feedback from me into her lessonsUsed Edsby successfully to make planning and assessments transparent to the class.	-should work to e repetition during		ind "right?"
Please Check ONE Overall, this practicum placement has been a control of the con			
Overall, this practicum placement has been		sy(s):	
Overall, this practicum placement has been a Overall, this practicum placement has not be	een satisfactory.	ıy(s):	
Overall, this practicum placement has been so the Overall, this practicum placement has not be Dates of Absense(s):	een satisfactory. Dates of Make-up Da	ay(s): ate;	

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



Associate Teacher's Formative Report

(Year 2 FALL Practicum 3)

Reporting Period: November 14, 2016 - November 30, 2016

Teacher Candidate (TC): Gillian Kornacki

Associate Teacher (AT): Marc Behm

School: Walkerville Cl

Grade(s) & Subject(s): 10/CHC2P 11/CHA3U

To the Associate Teacher:

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Legend

DAE	Developing As Expected Teacher Candidate displays the appropriate level of skill development.
NED	Needs Further Development
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	experience and progression through the program. External support and intervention required.
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N/A	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	AT	N/A
Demonstrates professionalism in attitude, appearance, conduct;	(8)	0	0	0
Has a strong work ethic (e.g., shows initiative, enthusiasm, and Interest in improving professional practice);		0	0	0
Demonstrates consistent and punctual attendance;	•	0	0	0
Upholds OCT standards of respect, Integrity, trust, and care;	(9)	0	0	0
Establishes supportive, respectful and professional relationships with students, teachers, staff, and administration;	۹	0	0	0

Active Observation and Participation:	DAE	NFD	AR	N/A
Takes initiative to learn about the school community;	(6)	a	0	0
Takes initiative to learn about the classroom, students and lesson planning;	(6)	0	0	0
Observes and supports individual and small groups during AT's lessons and other classroom activities	•	0	0	0

Collaboration and Assistance:	DAE	NFD	AR	N/A
Assists AT in planning and co-teaching a variety	(2)	0	0	7*5
lessons and activities for students;		Book .	~	- W
Assists AT in out-of-classroom duties and	0	0	0	(6)
supervision; Assists in extra-curricular activities in the school	(6)	0	0	0
Pasiata in their additional additional in the autoor	- 3		*/	- M
Classroom and School Environment	DAE	NFD	AR	N/A
Helps to maintain a safe and respectful classroom	0! 2.55			
environment through personal example and	(ii)	0	0	0
positive interaction with students;			THE AND RESERVED TO SERVED THE PARTY.	- so mor mos il some implies correct a combinatival component
Shows awareness of and begins to develop effective classroom management skills;	(8)	0	0	
Handles and maintains classroom/school	e entrenam ant our otto, julia de tode (American and the state of the companion and with History's selec-	F. T	SAME OF THE SECTION STORY STORY SAME SHAPE SECTION
scheduling routines effectively;	(1)		Q	(2)
Displays the ability and willingness to be flexible	(ii)	and the first section of the same of the s	and a democratic superior of the analysis of the same	essa eur utuma di panadan, utu mu na mitae ()
and adaptable when changes arise;	/ m/	(F)	9	14.2
Displays and models good time management skills;	(a)	0		ENDORSHING CHARLEST AND THE PARTY OF PROPERTY.
Displays and models good organizational skills;			L 1 11 45 11 100 1 100 100 100 100 100 100 100 1	e a company de la series server en el sens
Planning and Preparation:	DAE	NFD	AR	N/A
Consults with AT to identify topics and lessons to	(6)	0	0	7%
be taught;	٠	Audi	107	₹.J
Makes lesson plans available for AT review in time	(8)	- 855	(")	0
for feedback and revision if necessary;	2007			
Prepares detailed and complete written lesson	(a)	0	0	0
plans; Lessons have appropriate curriculum expectations,		4 (1.5) 2 150		
learning goals and success criteria;	(8)	Ö	0	0
Prepares appropriate and relevant Instructional		A**		24
resources;		9	(J)	0
Plans engaging and meaningful introductory and	(2)	0	(*)	0
culminating activities;	NEE.	Neg/	Ne.	Neri North Common
Keeps an up-to-date, well-organized Teacher Day	•	0	0	0
Book	1. 1. H. H. H. H. F. B.			2
Pedagogy and Lesson Execution	DAE	NFD	AR	N/A
Presents material in an accurate and meaningful	/6 ·	0	ďΛ	()
manner to students;	**************************************	3.2 		
Sets clear instructional expectations;	٠	9		S)
Utilizes a variety of strategies to engage and motivate students and capture their interest	(6)	0	0	0
Uses a range of instructional approaches to				a. Jempe – etam
support the needs of all learners;	(0)	0	0	0
Uses technology as appropriate to enhance	(2)	/*		A.
instruction and student learning;	•	Q	()	0
Demonstrates flexibility and adaptability in lesson	(*)	0	0	0
delivery and pacing;		Net		\w/
Utilizes a variety of questions with fluidity within	0	•	0	0
the learning context; Responds appropriately to students' questions				73
nesuulius audi opilaleiv lo students ouestions	(4)			

Speaks with clarity, and with appropriate volume and expression; Models appropriate oral communication including phrasing, grammatical form, and enunciation; Displays sensitivity to individual learners by tailoring a variety of nonverbal strategies to enhance learning Self-Reflective Practice DAE Is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional	© O O NFD	© © © AR	0
phrasing, grammatical form, and enunciation; Displays sensitivity to individual learners by tailoring a variety of nonverbal strategies to enhance learning Self-Reflective Practice Is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional		O O AR	0
tailoring a variety of nonverbal strategies to enhance learning Self-Reflective Practice DAE is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional		AR	0
Self-Reflective Practice DAE Is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional	NFD ©	AR	e to the re
is self-reflective; Accepts constructive feedback; Incorporates ATs suggestions into professional			N/A
Accepts constructive feedback; Incorporates ATs suggestions into professional		0	
(a)	0	Ö	- 5
practice;	0	0	0
(B) Associate Teacher Comments: Strengths Areas o	Improvement		
classroom by involving the students in how it is run. She then included their suggestions in her lessons. (memes). Her lesson on 20's This is, society was strengthened with the use of music of the era. Although classroom has be management is an on-going process, she handled one student testing her very well, by	rnacki should f speaking. At some students at times, appair questioning, gun to increase oning. She shown employing he hands up" from	the applied less with her pact arent when si She is aware ther "wait ti uld continue or strategy of	evel, she ce of speech ne uses of this, and me" when to improve

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

Date:

Teacher Candidate's Signature: