



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: Marc Behm SCHOOL: Walkerville Collegiate Institute

GRADE(S) and/or SUBJECT: 10 Canadian history CHC2P

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	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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively participates in the 'life' of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Comments:**

As this is her first placement, Ms. Kornacki has not had the opportunity to participate fully in school life. She does show a willingness to respond to feedback, and has adjusted her lessons accordingly. Her initiative will improve, I have no doubt, once she has the opportunity to plan a series of lessons, rather than follow directions on what is to teach on any given day. The lesson that she planned and executed on Vimy Ridge was very well done, and used a variety of approaches that engaged the students, so is an example of the

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

**Comments:**

Ms. Kornacki's former experience teaching youth has served her well. This allowed her to engage with her students in a positive and enthusiastic manner from the first moment she engaged with them. She makes sure that all students participate, and gently cues those how have fallen off task.

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 type="radio"/>	<input checked="" 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> Ms. Kornacki has a good grasp of events in history that she has been tasked with teaching. She has created rubrics that make her expectations transparent.					
<b>B. Planning and Preparation</b>					
<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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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"/>
<b>Comments:</b> As Ms. Kornacki has just had the opportunity to teach three days, and has been constrained with what I was going to cover, she has not had a chance to plan long range. She has successfully used technology, along with the text to convey information to the students. All her lessons have a culminating activity that allows the students to show their understanding.					
<b>C. Lesson Execution</b>					
<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 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 type="radio"/>	<input checked="" 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 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 type="radio"/>	<input checked="" 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> Ms. Kornacki is learning to keep students on task. She is teaching Applied stream classes, so is learning to set her management strategies. As she has just had the opportunity to teach 3 classes, she is working on her sequencing. She is learning to adapt her lessons in order to address day-to-day interruptions in her lessons. She is learning that a lesson often gets thrown off track because of student interest in sub-topics.					

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

**Comments:**  
Ms. Kornacki speaks at a good volume at all times. She should work to avoid machine-gunning questions, so that her LD students have the time to process. She should start to use some non-verbal strategies in order to cue/redirect students whom she has found off track.

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

**Comments:**  
As previously stated, she understands that things happen in a class that interrupt the timing. She has been able to adjust the next day's lesson in order to compensate for this. She has also started to make adjustments in regard to classroom routines.

**OVERALL ASSESSMENT:**

<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>-use of prior experience--felt very comfortable from day one.</li> <li>-good use of tech.</li> <li>-enthusiasm</li> </ul>	<p><b>Provide suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>-questioning--sometimes too rapid fire</li> <li>-continue to develop classroom management strategies</li> </ul>
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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):** 0

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

Date

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

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