



University  
of Windsor

### Associate/Mentor Teacher's Summative Report

To be completed at the end of the 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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively participates in the 'life' of the school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:** Ms. Kornacki has continued where she left off. She is very involved with planning where she will progress with the curriculum, with just general guidelines from me. She has also become involved with the PLC group I am involved in, and has contributed with ideas, and has expressed interest in continuing her involvement when she returns on her next placement.

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

**Comments:**

Ms. Kornacki impressed me in regard to "interactions between pupils" in one incident where one student made fun of an answer provided by another. She did not skip over it, but addressed it in a positive manner.

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 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"/>
<b>Comments:</b>					
Her use of rubrics, and checklists make the success criteria transparent to the students. Her final project on the 30's was differentiated successfully.					
<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 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"/>
<b>Comments:</b>					
Ms. Kornacki introductory lesson allowed students to understand how different sectors of society were effected by the Great Depression. This was a good introduction to her next lesson that used the film Cinderella Man. Her plan successfully engaged both male, and female students. She creates strong power points that have key questions, and activities embedded in them.					
<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 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 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 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 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 that lessons are often not completed as planned due to interruptions outside her control. She adjusts her plans accordingly, thus shows flexibility. By involving the students in an interactive activity, her lessons are meaningful, as was demonstrated in her "envelope" lesson on the stock market crash. Gillian made sure to have supplemental activities for those students who had been away, so that they could show their learning.					



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

**Comments:**  
 Ms. Kornacki has improved her "questioning", but at times still machine-guns them. She has begun to use proximity in order to cue students who are off task.

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

**Comments:**  
 Ms. Kornacki has started to develop her own strategies in regard to classroom routines such as WC breaks. Often, this goes a long way in maintaining classroom discipline. The last 2 days of the placement were good learning days for Gillian in regard to classroom management. Her responses to a series of defiant acts, showed she is aware of, and uses a scaffold response system to negative behaviour.

**OVERALL ASSESSMENT:**

<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>-understands subject matter</li> <li>-good sense of humour: does not take herself too seriously.</li> <li>-able to establish a good rapport with students</li> </ul>	<p><b>Provide suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>-continue to develop classroom management</li> <li>-continue to improve Socratic questioning</li> </ul>
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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): 0

Signature(s) of Associate/Mentor Teacher(s) or Principal submitting this report \_\_\_\_\_ Date 04/12/15

Signature of teacher candidate Kornacki \_\_\_\_\_ Date 04/12/15

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

- 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