



University
of Windsor

Associate Teacher's Summative Report
Reporting Period: March - April 2023
Program Type: Consecutive
Year: 2 WINTER

Teacher Candidate (TC): Eric Tremblay

Associate Teacher (AT): Andrea Morosin

School: Tecumseh Vista Academy Second

Grade(s) & Subject(s): 9-12 Instrumental Music

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's progress by marking the Progress Chart below.

Legend

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|------------|--|
| DAE | Developing As Expected Teacher Candidate displays the appropriate level of skill development. |
| NFD | Needs Further Development Teacher Candidate displays slightly below the appropriate skill development. |
| AR | At Risk Teacher Candidate does not display the appropriate skill development for their level of experience and progression through the program. External support and intervention required. |
| N/A | Not Applicable (On Formative Assessment Only) 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; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has a strong work ethic (e.g., shows initiative, enthusiasm, and interest in improving professional practice); | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates consistent and punctual attendance; | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Upholds OCT standards of respect, integrity, trust, and care; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Establishes supportive, respectful and professional relationships with students, teachers, staff, and administration; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Active Observation and Participation: | DAE | NFD | AR |
| Takes initiative to learn about the school community; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Takes initiative to learn about the classroom, students and lesson planning; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observes and supports individual and small groups during AT's lessons and other classroom activities | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Collaboration and Assistance: | DAE | NFD | AR |
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|---|----------------------------------|-----------------------|-----------------------|
| Assists AT in planning and co-teaching a variety lessons and activities for students; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assists AT in out-of-classroom duties and supervision; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assists in extra-curricular activities in the school | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Classroom and School Environment | DAE | NFD | AR |
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| Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows awareness of and begins to develop effective classroom management skills; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Handles and maintains classroom/school scheduling routines effectively; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays the ability and willingness to be flexible and adaptable when changes arise; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays and models good time management skills; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays and models good organizational skills; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Planning and Preparation: | DAE | NFD | AR |
|---------------------------|-----|-----|----|
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|--|----------------------------------|-----------------------|-----------------------|
| Consults with AT to identify topics and lessons to be taught; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Makes lesson plans available for AT review in time for feedback and revision if necessary; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepares detailed and complete written lesson plans; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lessons have appropriate curriculum expectations, learning goals and success criteria; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepares appropriate and relevant instructional resources; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plans engaging and meaningful introductory and culminating activities; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keeps an up-to-date, well-organized Teacher Day Book | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Pedagogy and Lesson Execution | DAE | NFD | AR |
|-------------------------------|-----|-----|----|
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|---|----------------------------------|-----------------------|-----------------------|
| Presents material in an accurate and meaningful manner to students; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sets clear instructional expectations; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilizes a variety of strategies to engage and motivate students and capture their interest | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses a range of instructional approaches to support the needs of all learners; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses technology as appropriate to enhance instruction and student learning; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates flexibility and adaptability in lesson delivery and pacing; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilizes a variety of questions with fluidity within the learning context; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Responds appropriately to students' questions | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Communication | DAE | NFD | AR |
|--|----------------------------------|-----------------------|-----------------------|
| Speaks with clarity, and with appropriate volume and expression; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Models appropriate oral communication including phrasing, grammatical form, and enunciation; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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"/> |

| Assessment | DAE | NFD | AR |
|---|----------------------------------|----------------------------------|-----------------------|
| Uses a range of effective strategies to assess student learning (as, of, for) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Integrates appropriate assessment strategies into lessons; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provides specific, meaningful and timely feedback and individual attention; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Records/tracks assessment and provides to associate teacher | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Self-Reflective Practice | DAE | NFD | AR |
|--|----------------------------------|-----------------------|-----------------------|
| Is self-reflective; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accepts constructive feedback; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Incorporates ATs suggestions into professional practice; | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(B) Associate Teacher Comments:

| Strengths | Areas of Improvement |
|---|--|
| Eric is a strong musician with a very good ear for music which enables him to coach and guide students in their musical learning. He is calm, kind and approachable. He responds well to student needs and supports them in their learning. His planning and attention to detail in his lessons has improved in recent weeks, along with his rehearsal strategies. He has developed a good rapport with the students and has been receptive to feedback for future growth and development. His knowledge of how to instruct theory concepts, design rubrics/assessments is developing well. He has good knowledge of instrumental techniques for a variety of players/skill levels. | Eric is encouraged to continue to explore and refine planning and assessment methods/strategies. For ex. he should continue to develop lesson plans with attention to detail (learning goals, success criteria, learning strands). He should continue to refine connection between concepts/flow of the class period (Introductory activities and culminating tasks). Both areas have improved in recent weeks. He should continue to review essential theory concepts and methods/approaches for teaching them to students (ex. Minor scales, ear training techniques). |

Please Check ONE

- Overall, this practicum placement has been satisfactory.
- Overall, this practicum placement has not been satisfactory.

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| Dates of Absence(s): March 30 | Dates of Make-up Day(s): April 21 |
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Associate Teacher's Signature: *Andrea Morosini* Date: *Apr. 21/23*
 Teacher Candidate's Signature: *Eric Trumbull* Date: *Apr. 21/23*

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