Sample Comments for a Summative Evaluation

MASTER OF TEACHING PROGRAM
OISE, UNIVERSITY OF TORONTO

This document has been prepared as a resource for providing sample summative comments. The comments contained are suggestions only for your reference and to support you when writing the summative report. The resource covers the range of areas included in the summative evaluation, and addresses a range of skill levels demonstrated by the Teacher Candidate. There are a few examples of comments that would pertain just to Year 1 TCs in Practicum 1, to reflect the completion of a Learning Plan and the more gradual transition into teaching. These Year 1, Practicum 1-specific sample comments are noted with (Year 1, Practicum 1) at the beginning of the paragraph.

Please keep in mind that the summative evaluation is an extremely important professional document to be included in your Teacher Candidate’s application package for employment. We urge you to take your time to personalize it accordingly and to be as specific as you can about the candidate’s strengths and accomplishments. All aspects of a TC’s development will continue to develop, but if you have a particular concern that you feel is important to note in the summative, consider framing it as an area requiring further or on-going development. If you observed a concern or area requiring development that was resolved during the practicum block, please consider addressing it with the candidate directly, rather than noting it in the evaluation.

We also hope that the writing of this report is a collaborative process. You should share your draft and ideas about what you want to write with the candidate in advance of the final day of the placement block, and also ask your Teacher Candidate to provide you with some ideas as to what he/she might like to see in the summative. You may also want to share your draft with your Faculty Advisor for his/her feedback and support during the final week of practice teaching. The Faculty Advisor is there to support you and the Teacher Candidate during all aspects of the practicum experience.

We thank you for your leadership and support of our Teacher Candidates, teacher education, and the Master of Teaching program!

PROFESSIONALISM
X demonstrated a high level of professionalism and dedication to the teaching profession. S/he worked collaboratively with parent volunteers, with our teaching assistant, and with me. S/he consistently communicated openly and respectfully with all parents, volunteers, and staff. Coordinating her time and ideas with mine, s/he was always open, flexible, adaptable and respectful. S/he demonstrated excellent reflective practice on her performance. During our daily feedback meetings, X was able to realistically look at the strengths and weaknesses of her lessons and took feedback well, applying new ideas and suggestions to enhance her development as a teacher and a lifelong learner.

(Year 1, Practicum 1) Across the first two weeks of the practicum, X developed a Learning Plan that demonstrated s/he is a thoughtful, inquiry-oriented teacher. Inquiry questions focused on (insert topic of inquiry questions, e.g., getting to know the students and how to better meet their individual needs, or the use of technology in the classroom, or exploring instructional strategies in math, etc.) X took the initiative to share her/his Learning Plan with me throughout the first two weeks of the practicum, which indicated a commitment to their growth as a developing teacher.

X presented a professional manner at all times within the classroom and school environment. S/he showed flexibility and adaptability, as s/he willingly accepted advice and shared her ideas and learning experiences with others. X was able to adapt readily to changes in scheduling, often with little notice. S/he actively participated in reflective practices, critically assessing her teaching and setting goals for future endeavours. X had regular punctual attendance and always put forth extra time after school for setting up for the next morning’s lesson. S/he displayed great flexibility in adapting to the demands of a very busy classroom.

X displayed a high level of professionalism. S/he attended to all responsibilities placed upon her. S/he regularly arrived at school well before the beginning of class to allow ample time for preparation of lessons resources and
classroom set up. S/he demonstrated initiative by accepting responsibilities beyond what was expected of her. X regularly reflected upon lessons taught with an aim to improving subsequent lessons. S/he engaged in continuous reflective professional practice and often sought constructive feedback and was always willing and eager to apply new ideas and suggestions to enhance her development as a teacher. X is a very flexible individual who will capitalize on any opportunity to enhance her skills. X has contributed greatly towards collaboration with grade partners during unit planning sessions and periods of professional development.

X presented a professional manner at all times within the classroom and school environment. X demonstrated flexibility, adaptability, and initiative. S/he willingly accepts advice and shares her/his ideas and learning experiences with other teachers. X was able to adapt readily to changes in scheduling, often with little notice. X actively participated in reflective practices, critically assessing her/his teaching and setting goals for future endeavours. S/he had regular, punctual attendance and always put forth extra time for after school activities that benefitted students. S/he worked collaboratively with staff members and fellow Teacher Candidates during the teaching block.

X is dedicated to personal growth and doing her/his best at all times. S/he is punctual and is available after school and at lunchtime to attend meetings, assist students, and to run student groups. X takes part in yard duty, greeting and dismissing students, and other professional duties. S/he is respectful toward students and colleagues, and interacts positively with all staff in the school. X works well independently and as part of a team. S/he worked closely and effectively with a fellow Teacher Candidate in this team teaching environment. X displayed great flexibility in adapting her/his agenda to the demands of a very busy classroom. S/he accepts tasks willingly and carries them out well.

X has demonstrated professionalism at all times. S/he has demonstrated initiative in seeking out and collaborating with staff members. Her/his flexibility and adaptability to program changes and school disruptions has made X a pleasant and personable teacher. Her/his punctuality and careful preparation of lessons enabled X to achieve success.

**DIVERSITY AND EQUITY**

X created an atmosphere of mutual respect and caring in the classroom by treating all students with respect and care. Her/His warm personality, friendly disposition and genuine interest in the children enabled her/him to develop rapport with all students. S/he was sensitive to the needs of a range of abilities, including students with special needs and second language learners. X increasingly made accommodations to her plans, lesson delivery and assessment to ensure that all learners could be successful in the classroom. S/he grouped the students in ways that supported their varied learning styles, as well as interests, and used instructional strategies that were inclusive, equitable and empowering.

X was sensitive to the range of academic abilities present in our classroom. S/he planned her lessons to ensure the success of every student, using a variety of teaching strategies to accommodate the different learning styles and abilities of the students. X worked closely with small groups of students to ensure they grasped the lessons taught. X is becoming increasingly aware of the need to group students effectively based on their strengths, needs and social behaviours. S/he also assisted with a homework assignment that celebrated each student’s family heritage and cultural differences. It was obvious that X appreciated not only the unique and interesting qualities of the students in the classroom, but encouraged the students to celebrate these individual and cultural diversities.

X is sincerely devoted to the success of all students. S/he uses accommodations and modifications to meet the needs of learners, recognizing the diversity of learning styles and abilities within a regular classroom. S/he prepared special activities for English Language Learners, who make up a large percentage of our class. X has become more aware of differentiated instruction and the need to group the students effectively based on their strengths, needs, and interests.

X promoted an environment that was free from stereotyping by gender, race, culture, religion or ability. S/he continually encouraged, modeled and taught respect of each other’s differences. X asked for guidance and materials regarding the inclusion of Special Education and English Language Learners within the classroom, and is gaining in her/his understanding of differentiated instruction. X was always conscientious of the multiple
intelligences and learning styles of the students, and used various Instructional Intelligence strategies and tactics (Venn diagrams, KWL and mind maps) to tap into different levels of thinking, as outlined by Bloom’s Taxonomy.

X promotes an environment that is free from stereotyping by gender, race, culture, religion or ability. X accomplishes this in various ways including a conscious effort to select materials which reflect cultural diversity and non-gender biases. S/he continually encourages, models and teaches respect of each other’s differences. X asked for guidance and materials regarding the inclusion of students with special needs and English Language Learners within the classroom. X was attentive with respect to student placement, heterogeneous groupings, and differentiated lessons.

X is sincerely devoted to the success of all students. S/he uses accommodations and modifications to meet the needs of learners, recognizing the diversity of learning styles and abilities within a regular classroom. S/he prepared special activities for English Language Learners, who make up a large percentage of our school. Having an interesting background with exposure to a variety of cultures allows X to bring a unique perspective to the class. X prepared a presentation to teach the students about Native Canadian life that included a slide show and insight into daily life on a reservation. X is sensitive to issues of race, gender, and culture.

X was sensitive to the needs of the wide range of academic abilities present in our class. S/he planned the program and seatwork activities to ensure the success of every student at her/his own level. X was able to include all the children in her/his lessons and was attentive to those who occasionally lost their focus. X built on the existing structures and format of the classroom to maintain a comfortable learning environment for all. X was attentive with respect to student placement, heterogeneous groupings, and differentiated instruction. S/he gave a homework assignment that validated every child’s family heritage. It was obvious that X appreciated the unique and interesting qualities of each child. X celebrated the successes of all students.

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE
X developed positive relationships with staff and students in a wide variety of settings within the school. S/he voluntarily participated in yard duty, grade level, and staff meetings. S/he looked for opportunities to become an active part of the school community and learn about the programs and students by participating in staff development, such as workshops on ______ and ________, attending our classroom open house, and joining the school wide support team. X acted as a contact for her colleagues from OISE, co-ordinating meetings, scheduling visits, and communicating information.

In the short time that X was with us, s/he made herself available to the many different initiatives we have at the school. S/he participated in the staff meetings, divisional meetings, grade team meetings, as well as the __________ meeting to ____________. X interacted with many staff members and engaged in the school community. S/he participated in the ____________ program, the Arts and Crafts Club, Staff Lunch Club, as well as the staff Secret Friend activity. X was also a part of our Character Matters assembly in which s/he presented the initiative award to the grade 6 students on behalf of our team.

During her placement, X participated in the school’s monthly staff meeting, curriculum night, as well as a divisional meeting regarding “at risk” students. S/he attended a Student Council meeting, and s/he took part in the Earth Club. X took an active role in a class trip to the ______ outdoor education center. X also offered extra help to the students in mathematics when it was needed. S/he helped in the preparation of the class’s recognition assembly on empathy, which included preparing painted murals, dramatic skits, and two songs.

X was a very valuable member of her/his Teacher Candidate cohort. S/he supported the other members and made meaningful contributions to the literacy study group. X was recognized in the whole school as a contributing member of our staff. The parents of our class recognized X as a teaching partner for our group and s/he communicated well with them. X attended a parent teacher interview and noted interviewing strategies. X showed real initiative by organizing a lunch hour craft club with one of her/his cohort partners. X has also volunteered to help with the staging team for our school’s spring musical production. During her/his placement, X participated in three professional development sessions, outside of school time, including ____________ and a planning session about Environmental Education.
X participated in staff meetings. S/he attended the after school math workshops and the primary family math night. S/he interacted with many of the staff members. X attended house league games and also participated in our professional learning community (PLC).

X was a very valuable member of her Teacher Candidate cohort. S/he took on the role of Teacher Candidate Liaison rep. S/he was responsible for supporting the other candidates in her program, keeping lines of communication open between candidates, associate teachers and the OISE practice teaching supervisor. Also, X was responsible for preparing schedules for the Faculty Advisor throughout the practicum. X participated in staff and divisional meetings. S/he interacted with many members of our staff. X planned various age appropriate activities for our school-wide Anti-Bullying conference and literacy conference. X also assisted in the junior math league and numerous intermediate basketball tournaments. X was conscientious to perform recess and lunch duty rotations with me.

X was conscientious to perform recess and lunch duty rotations with me. S/he assisted with a Story Writing Club that met weekly.

Examples of Involvement in School/Community Life include, but are not limited to:
Assistance to students outside of regular class hours
Helping/Organizing extra-curricular lunch hour or after-school clubs or sports
Attending/Contributing to Grade/Team/Division meetings
Attending Professional development meetings
Helping with Fund raising
Attending Parent-Teacher meetings
Assisting at Assemblies
Attending Curriculum nights
Observing Reading Recovery classes
Partnering with librarian or resource teacher in curriculum development

Understanding Curriculum and the Learner
X displayed considerable knowledge of the subject content. In order to maximize her teaching time, s/he integrated science, math and literacy into her unit on ____________. S/he used what the students already knew about the topic, to target her questioning and to build upon their developing schema. To support and accommodate the diverse learners in the classroom, X varied her teaching strategies in order to create exciting activities for the students to learn and enjoy. S/he incorporated songs, co-operative activities, whole group and small group discussions, one to one conferencing, games and a variety of manipulatives to engage and support the students in their learning.

Throughout this practicum, X has clearly shown that s/he was willing to read curriculum resource materials and to obtain extensive information prior to introducing new lessons. X’s teaching reflects a sound knowledge of the curricular material. S/he encourages feedback, risk taking and questioning on the part of the students by providing a comfortable learning environment for them. S/he has an understanding of the young adolescent learner and involves the students in self and peer appraisals. S/he is fair and consistent in her approach to the students while maintaining a professional distance.

Knowledge of subject content was demonstrated with excellence. In all areas of the curriculum, X incorporated creativity, technological background and questioning skills into all units. S/he used the computer as a prime teaching tool at every opportunity, including the use of the Smartboard, Elmo, Moodle, and set of Clickers. S/he provided an assortment of visual aids to support student learning. Themes were highlighted by bulletin boards, as well as classroom and hallway displays. X’s knowledge of concepts and her/his teaching strategies reflected an excellent understanding of the curriculum and different learning styles and multiple intelligences. X varied her/his teaching strategies in order to create exciting activities for the students. S/he used co-operative learning strategies, whole group and small group discussions, one to one conferencing, games, manipulatives, oral presentations and open-ended assignments. The students responded very positively.
X has a good knowledge and understanding of the Ministry guidelines and Ontario curriculum. S/he has developed some activities that are tailored to the abilities of the students within the required curriculum. S/he possesses a good general knowledge base and communicates this to the students. S/he demonstrated a clear understanding of how to manage students with differing needs and how to monitor the behaviour and working environment of the whole classroom while giving her/his attention to an individual or whole group.

X taught a wide variety of subjects, including __________. Throughout her placement, X continually challenged herself to attempt teaching across the curricular areas in order to gain a wide variety of experiences at the grade 2 level. S/he effectively used curriculum expectations and documents, as well as ? and Board resources, to plan and assess. In planning and implementing lessons, X used a range of strategies to address the varied learning styles of students within the classroom. S/he taught students through whole class activities, guided learning groups, and one-on-one. X planned and delivered lessons that effectively accommodated English Language Learners and modified for 2 students on IEPs.

ASSESSMENT, PLANNING AND INSTRUCTION
X demonstrated a sound understanding of the Ontario curriculum and the diverse learning styles of students in the class by planning lessons that were engaging, effective, and purposeful. S/he made use of a wide range of teaching strategies to address the differentiated needs of students, including implementing hands on experiments, small group activity stations, paired work, and whole class discussions. In implementing her lessons, X used a range of resources to support student learning, such as visual aids, materials for hands-on exploration, and current literature. S/he effectively linked concepts within and across curricular areas and was able to successfully teach material in a progressive, focused, and organized fashion. X used both diagnostic and summative assessment strategies, including rubrics, observation, anecdotal record keeping, unit tests, and summative assessment tasks to track student progress and assess student learning.

(Year 1, Practicum 1) As outlined on the practicum expectations chart for the Master of Teaching program, X gradually transitioned to whole class teaching across the first (1-2) or (2-3) weeks of the practicum. This gradual transition involved X observing the class routines, supporting small groups of learners and co-planning a number of lessons in literacy with his/her host teacher. During the latter half of the practicum, X demonstrated lesson planning skills that included effective use of a variety of instructional strategies and assessment tools.

During her lessons, X stressed significant ideas, ensuring each student understood the concepts before moving to the next level in the lesson. S/he ensured student completion of assigned work and readily assessed student progress. X created lessons and activities that matched the academic ability and attention span of young learners. Her lessons and assessments were consistent with the Ontario curriculum expectations. Throughout X’s lessons, s/he encourages the students to do their best. S/he is very conscientious of the self-esteem of young children and constantly praises students who are willing to attempt a specific activity. S/he has demonstrated an understanding of the learning needs of (young, primary level, junior level, adolescent) students and is able to deliver lessons that are appropriate to this age group. S/he has participated in collaborative planning with our division team and provided valuable and insightful ideas. Before leaving at the end of the day, X ensured that all materials were prepared and available. The practicum block ran smoothly thanks to X’s effort.

X’s planning is very good. X demonstrated the ability to create meaningful lessons that challenged and encouraged the students. S/he capably prepares unit plans that include expectations, various teaching methodologies and a variety of assessments. Her/his unit plans are sequenced logically and her day plans include appropriate detail. S/he understands the skills that are being taught and is able to accommodate her/his lessons to reach a wide variety of individuals. X has developed and implemented a range of assessments. S/he ensures student completion of assigned work, and readily assesses student progress. S/he has consistently been involved in daily marking and has developed assessment tools that include the students, e.g. peer, self-assessment, and conferencing. X has used both direct and student-centred methods of instruction. S/he capably delivers lessons that are appropriate to student abilities and ensures student involvement during lessons and activities. X provides opportunities for questioning and inquiry.
X has been exposed to various planning and teaching situations during her/his block in a unique team-teaching area with children. X has planned individually, in a team of two with her/his faculty colleague and with her/his associate teacher team. X’s lessons are planned in advance and s/he is beginning to implement a variety of strategies that were suggested as part of her/his feedback and discussions of previous lessons. S/he has been introduced to and started to use beneficial assessment tools. X’s lessons and assessments were consistent with the expectations from the Ontario curriculum.

X began planning for the practicum well before it began and was consistently thoughtful and innovative in the presentation of concepts and information. S/he carefully chose literature for the students that connected to the theme of bullying that was her/his overall topic. In all subject areas s/he quickly established meaningful goals for the class and interesting activities to achieve those goals. X was able to incorporate science and math as well as literacy into her/his unit. X consulted and incorporated a great variety of resources to enhance her/his lessons and produced beautiful and creative visual aids. S/he ensured that assigned tasks were appropriate for the various levels of performance in our class. X successfully continued the use of established co-operative learning partners in some lessons and created new pairs that supported each other while reading. S/he learned to pay attention to the many time constraints that influence our day and to accommodate her/his pace and expectations accordingly. The practicum ran smoothly thanks to X’s efforts.

X’s unit was planned in advance. S/he completed rubrics that were focused on oral and written tests. X was beginning to accommodate for exceptional students and English Language Learners near the end of this practicum. X is encouraged to work on the dynamics of lesson delivery. S/he is beginning to use jigsaws and group investigations. In math, s/he began to incorporate manipulatives into the lessons.

CLASSROOM MANAGEMENT
X established a good rapport with the students in the classroom, creating an immediate connection and a sense of respect. From the beginning of her placement, she learned the rules and routines of the class and adopted it as her own. S/he ensured that the students were aware of the expected standards of behaviour by reviewing and modeling desirable student behaviour. X was very organized in the planning and preparation of her lessons, thus contributing to the successful delivery and flow of her teaching. S/he incorporated the teaching of social skills into her daily routines and used positive management techniques that included verbal reinforcement and one-to-one conferences. X maintained a fair and consistent manner when dealing with individual students and praised them for their good behaviour.

X’s caring and calm manner, along with her patience and respectful nature, helped her to create a positive learning environment and a good rapport with students. S/he consistently set out expectations for student behaviour that were clear, positive and empowering. S/he used appropriate strategies for controlling and addressing student behaviours that demonstrated sensitivity and respect for the individual learning needs of students. X’s classroom management improved throughout her block as she began to structure learning situations to ensure students were aware of their roles and responsibilities in the classroom. By using praise to encourage positive behaviours, making use of various attention signals, and assigning roles to group members in co-operative learning activities, X demonstrated growth and effectiveness in engaging, motivating, and managing students.

X established a good rapport, immediate connection and respect with the students. X’s organizational skills were evident as s/he adopted the established routines and made adjustments in order to facilitate her program. X was able to utilize existing classroom rules and was able to develop others as required. S/he made students aware of the expected standards of behaviour by reviewing classroom rules and by providing models that reinforced desirable student behaviour.

X recognized the importance of consistent, reasonable consequences in responding to misbehaviour. S/he used positive management techniques that included verbal phrases and one-to-one conferences. Management of the whole class has shown steady improvement throughout the teaching block. X used praise for appropriate behavior, eye contact, and proximity effectively. Materials needed for lessons were prepared in advance; thus contributing to the successful delivery and flow of her lessons. X incorporated the teaching of social skills into her daily routines.

X was able to utilize existing classroom routines and was able to develop others as required. S/he recognized the importance of consistent, reasonable consequences in responding to misbehaviour. S/he was able to use positive
reinforcement as a classroom management strategy when dealing with individual students on a one-to-one basis, as well as during whole class lessons. S/he is aware of the need to monitor the pacing of lessons to lessen the number of occasions that students required redirection. S/he consistently wrote an outline on the board each morning to help organize the instructional time for the students.

X used excellent co-operative learning strategies to ensure full participation by students and to maximize student involvement in all activities. S/he fostered a climate of mutual respect and caring for each individual in the class. In order to facilitate smooth transition from one activity to another, X ensured that materials were always organized and prepared ahead of time. S/he used effective strategies in dealing with a range of different behaviours. X was always firm, courteous and fair.

X established good rapport, immediate connection and respect with the students by introducing her/him self through her/his own personal storybook. X’s organizational skills were evident as s/he adopted the established routines and made adjustments in order to facilitate his program. X made students aware of the expected standards of behaviour by reviewing classroom rules and by providing models that reinforced desirable student behaviour. Materials needed for lessons were prepared in advance, thus contributing to the successful delivery and flow of her/his lessons. Creativity, technology and excellent use of her/his voice helped with the flow of her/his lessons and reduced classroom misbehaviour. X incorporated the teaching of social skills into her/his daily routines. S/he used positive management techniques that included verbal phrases and one-to-one conferences.

X demonstrated a variety of classroom management strategies within a challenging classroom. S/he provided many reminders to the students in a positive manner and tone regarding behaviour and quality of work. X took on a proactive approach to behaviour management as s/he used team building activities and one-to-one conferencing. A positive learning environment was promoted as s/he displayed a sincere respect and care for students. X went beyond the Teacher Candidate role as s/he provided additional support during lunch periods and after school. S/he gained confidence in the areas of using eye contact, pace and proximity to monitor the atmosphere of the class.

X was able to utilize existing classroom routines and was able to develop others as required. S/he recognized the importance of consistent, reasonable consequences in responding to misbehaviour. S/he was aware of the need to monitor the pacing of lessons to lessen the number of occasions that students require redirection. S/he endeavoured to plan transitions and to organize materials and the learning environment to ensure that many management issues were circumvented.

X used positive class management strategies when dealing with individual students on a one-to-one basis. Management of the whole class has shown steady improvement throughout the teaching block. X is becoming more assertive in demonstrating effective techniques to handle off-task behaviours. S/he used praise for appropriate behavior and proximity effectively. S/he maintained a fair and consistent manner when dealing with individual students.

**ADDITIONAL COMMENTS**

I have thoroughly enjoyed working with X throughout this practicum block. Her sense of humour, commitment to students well being, and her love for learning and children, all make her an excellent candidate for the teaching profession. I wish X all the best in her final placement and am confident that s/he will be a welcomed edition to any staff team and a wonderful teacher to a fortunate group of students.

X has been a wonderful addition to our classroom. S/he brings with her a great deal of energy, excitement and creativity. The students have embraced her teaching practices and eagerly participate during her lessons. X is confident and vibrant during her teaching and would be an asset to any school team! It was my pleasure hosting X in our classroom this term.

X was a pleasant and valuable addition to my classroom. S/he was dedicated and devoted to the success of all learners. S/he continued to promote a safe and nurturing learning environment with the usage of TRIBES® principles. S/he quickly established her role as the teacher and built strong relationships with the students. S/he was confident and comfortable within the classroom routines. I enjoyed working with X as a collaborative team and think s/he will be a valuable member of any staff.
X’s strengths lie in her ability to collaborate with grade partners, team teach with me, build positive and respectful relationships, differentiate her activities to meet the various needs of the students in the classroom, and assess students’ work. X took every opportunity to assist in various activities around the school. His/Her enthusiasm, organizational skills, and drive for student achievement will make him/her a tremendous classroom teacher and a wonderful member of any staff.

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Note: You may want to use the following encouraging comments to highlight that a Teacher Candidate has grown but may need continued growth in specific areas. (Keep in mind that potential employers may interpret comments like this as somewhat negative.)

As the block progressed, X demonstrated better voice control and improved the transition from activity to activity. X is beginning to use different strategies to deal with inappropriate behaviour.
X is beginning to gain confidence in...
X is becoming aware of the importance of...
X is further developing strategies and techniques to assist with ...
X is becoming more aware of the importance of ...
X has worked on improving his/her time management and the pacing of lessons.
X has shown growth in ...
X has shown improvement in ...
X is encouraged to reflect on her practices and make changes that will meet her own needs as well as the needs of the students and program.
To make adequate progress in this area, X’s skills in ... will require further refinement and practice.
During the latter part of her placement, x has begun to submit lesson plans for associate input with more frequency.
We have seen growth in.... We encourage her to continue motivating herself in order to build, refine, and polish her teaching skills.
X learned to accept suggestions in a positive manner and to his credit, made effective changes.
X needs to work on ensuring that....
X is encouraged to ...