

# EDUCATION 2500

## Student Report

**Field Experience**  
To be completed by  
**Teacher Associate**

**\*Please TYPE (including comments) DIRECTLY onto this form. Submit a SIGNED, DOUBLE SIDED original.**

|                               |  |                  |        |
|-------------------------------|--|------------------|--------|
| <b>Student:</b>               |  | <b>Semester:</b> | Fall   |
| <b>Teacher Associate:</b>     |  |                  | Spring |
| <b>University Consultant:</b> |  |                  | Summer |
| <b>Grade Level Taught:</b>    |  | <b>Year:</b>     |        |
| <b>School:</b>                |  |                  |        |

**Instructions:**

- For each field experience outcome below select the student's level of performance: either *Not Meeting Expectations*, *Meeting Expectations*, or *Exceeding Expectations*. Most students fall within the *Meeting Expectations* category unless there is clear evidence for *Not Meeting Expectations* or *Exceeding Expectations*. For students within the *Meeting Expectations* category, please indicate level of performance.
- At the end of each section, please provide (type) comments regarding the practicum outcome.

**The EDUC 2500 student will be able to:**

| <b>1. Professional Growth and Reflection</b>  | <b>Not Meeting Expectations</b> | <b>Meeting Expectations</b> | <b>Exceeding Expectations</b> |
|---|---------------------------------|-----------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>• communicate verbally, non-verbally, and in writing.</li> <li>• reflect critically and analytically on own teaching and learning experiences.</li> <li>• identify teachers' professional responsibilities.</li> <li>• understand the richness and complexity of teachers' working realities.</li> </ul> |                                 |                             |                               |
| a) document observations, experiences, and interactions throughout the practicum.   |                                 |                             |                               |
| b) analyze and interpret observations, experiences, and interactions throughout the practicum.  |                                 |                             |                               |
| c) reflect on own role in classroom events and practicum experiences.   |                                 |                             |                               |
| d) self-assess and evaluate progress accurately.  |                                 |                             |                               |
| e) engage in thoughtful decision-making.  |                                 |                             |                               |
| f) document professional learning from practicum experiences.   |                                 |                             |                               |
| g) respond to feedback by listening to, evaluating, and responding to suggestions.  |                                 |                             |                               |

**Comments:**

| <b>2. Relationships</b> <ul style="list-style-type: none"> <li>establish a positive rapport with members of the learning community.</li> </ul> | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|--|--------------------------|----------------------|------------------------|
| a) establish and maintain positive and respectful relationships with learners.   |                          |                      |                        |
| b) establish and maintain positive and respectful relationships with Teacher Associate.  |                          |                      |                        |
| c) establish and maintain positive and respectful relationships with other members of the school community.                                    |                          |                      |                        |
| d) support all learners in the classroom.  |                          |                      |                        |
| <b>Comments:</b>   |                          |                      |                        |
|  |                          |                      |                        |

| <b>3. Directs Learning</b> <ul style="list-style-type: none"> <li>direct learning activities for individual students and small groups.</li> <li>communicate verbally, non-verbally, and in writing.</li> <li>respond to the diverse needs of learners.</li> </ul> | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|---|--------------------------|----------------------|------------------------|
| a) respond appropriately to and assist learners.  |                          |                      |                        |
| b) interact effectively with learners.  |                          |                      |                        |
| c) provide clear direction and instruction.   |                          |                      |                        |
| d) respond appropriately to learners' questions.  |                          |                      |                        |
| e) provide learners with focused and appropriate feedback.  |                          |                      |                        |
| f) promote flexible thinking and consideration of multiple perspectives.  |                          |                      |                        |
| g) show sensitivity to individual differences among learners.   |                          |                      |                        |
| h) maintain positive expectations for all learners.   |                          |                      |                        |
| i) organize and plan adequately for simple instructional tasks.   |                          |                      |                        |
| j) communicate verbally (e.g. tone, volume, expressiveness, grammar, language).   |                          |                      |                        |
| k) communicate non-verbally (e.g. gestures, expressions, eye contact, congruence between verbal and non-verbal communication).  |                          |                      |                        |
| l) communicate in writing (e.g. handwriting, spelling, punctuation, grammar, syntax and word choice).   |                          |                      |                        |
| <b>Comments:</b>  |                          |                      |                        |
|   |                          |                      |                        |

| <b>4. Classroom Management and Leadership</b> <ul style="list-style-type: none"> <li>maintain established academic and behavioral expectations, procedures, and routines.</li> </ul> | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|--|--------------------------|----------------------|------------------------|
| a) reinforce and maintain established behavioral expectations.   |                          |                      |                        |
| b) reinforce and maintain established classroom procedures and routines.   |                          |                      |                        |
| c) monitor and respond appropriately to student behavior.  |                          |                      |                        |
| d) ensure a safe and orderly learning environment when working with students.  |                          |                      |                        |
| e) reinforce and maintain established academic expectations.   |                          |                      |                        |
| f) demonstrate a dynamic presence (e.g. alertness, 'with-it-ness', enthusiasm, passion).   |                          |                      |                        |
| g) motivate and engage learners through organization and creativity.   |                          |                      |                        |
| <b>Comments:</b>   |                          |                      |                        |
|  |                          |                      |                        |

| <b>5. Professional Conduct and Ethics</b> <ul style="list-style-type: none"> <li>make appropriate personal and professional decisions.</li> <li>demonstrate personal and professional conduct &amp; attributes as defined by Faculty of Education Standards of Professional Conduct.</li> </ul> | Not Meeting Expectations | Meeting Expectations |
|---|--------------------------|----------------------|
| a) act in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, physical characteristics, age, ancestry or place of origin.  |                          |                      |
| b) treat pupils, peers, school personnel, and faculty with dignity and respect and is considerate of their circumstances.   |                          |                      |
| c) act in a responsible manner, which includes being punctual, dependable, trustworthy, consistent, and reliable.   |                          |                      |
| d) recognize that attendance in practicum courses and professional semesters is a professional responsibility.  |                          |                      |
| e) show maturity and judgment.  |                          |                      |
| f) demonstrate a commitment to teaching through interest in learning about teaching, consulting, questioning, reading and discussion.   |                          |                      |
| g) criticize (verbally or in writing) the professional competence or professional reputation of others only in confidence to proper officials and only after the other person has been informed of the criticism.   |                          |                      |
| h) respect the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.   |                          |                      |
| i) act in a manner that maintains the honor and dignity of the profession and the University of Lethbridge.   |                          |                      |
| j) does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.  |                          |                      |
| <b>Comments:</b>  |                          |                      |
|   |                          |                      |

**6. General Comments:**

**Recommendation to the  
Faculty of Education:**

**Date:**

**Signatures:**

**Recommended for Admission**

\_\_\_\_\_  
*EDUC 2500 Student*

**Not Recommended for Admission**

\_\_\_\_\_  
*Teacher Associate*

\_\_\_\_\_  
*University Consultant*