

# EDUCATION 2500

## Student Report

**Seminar Report**  
To be completed by  
**Ed 2500 Instructor**

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

<b>Student:</b>		<b>Semester:</b>	Fall
<b>Ed 2500 Instructor:</b>			Spring
<b>Section:</b>			Summer
		<b>Year:</b>	

**Instructions:**

- For each learning outcome below select the student's level of performance: either *Not Meeting Expectations*, *Meeting Expectations*, or *Exceeding Expectations*. Most students fall somewhere 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.
  - Not Meeting Expectations* = no or little evidence of meeting an expectation or criterion.
  - Meeting Expectations* = varying levels of consistency and/or quality in satisfactorily meeting an expectation or criterion.
  - Exceeding Expectations* = consistent exemplary performance in meeting an expectation or criterion.

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

	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<b>1. Understanding of Teaching as a Profession</b> <ul style="list-style-type: none"> <li>describe relationships among fundamental aspects of contemporary education. (e.g. school, student, teacher, community, curriculum)</li> <li>describe issues and ethical concerns related to the teaching profession.</li> <li>identify teachers' professional responsibilities.</li> <li>recognize the richness and complexity of teachers' working realities.</li> </ul>			
a) identify current trends in education.			
b) describe ways schools connect to and reflect the local community.			
c) describe contextual variables that affect teaching and learning.			
d) describe ethical issues unique to the teaching profession.			
e) recognize the range and nature of teachers' professional responsibilities.			
f) recognize the richness and complexity of teachers' working realities.			

**Comments:**

2. Personal/Professional Attributes	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> <li>demonstrate skills and attributes required to become an effective teacher.</li> </ul>			
a) participate in and contribute to seminar activities in a positive and collaborative manner.			
b) demonstrate enthusiasm and passion as a learner.			
c) demonstrate confidence, composure, and poise.			
d) demonstrate critical and analytical thinking skills during discussion and reflection.			
e) demonstrate flexible thinking when considering issues during discussion and reflection.			
f) demonstrate creative thinking during discussion and reflection.			
g) show maturity in judgment.			
h) demonstrate commitment to and interest in teaching.			
i) show leadership and initiative through active involvement of self and with others.			
<b>Comments:</b> 			

SAMPLE

3. Professional Growth and Reflection	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> <li>communicate effectively, verbally, non-verbally, and in writing.</li> <li>reflect critically and analytically on own teaching and learning experiences.</li> <li>make an informed decision relative to teaching as a career.</li> <li>develop a sense of own professional identity.</li> <li>identify teachers' professional responsibilities.</li> <li>understand the richness and complexity of teachers' working realities.</li> </ul>			
a) identify how past experiences have contributed to consideration of a career in teaching.			
b) document professional learning from seminar experiences.			
c) connect classroom experiences in the practicum with learning from the seminar.			
d) critically analyze and interpret course content and experiences.			
e) self-assess and accurately evaluate progress throughout the seminar course.			
f) respond to feedback by listening to, evaluating, and responding to suggestions.			
g) engage in thoughtful decision-making.			
h) communicate in writing effectively (handwriting, spelling, punctuation, grammar; syntax, and word choice).			
<b>Comments:</b> 			

4. Relationships	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> <li>establish a positive rapport with members of the learning community.</li> </ul>			
a) establish and maintain positive and respectful relationships with peers.			
b) establish and maintain positive and respectful relationships with university personnel.			
<b>Comments:</b>			

5. Teaching Skills and Attributes	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> <li>demonstrate skills and attributes required to become an effective teacher.</li> <li>reflect critically and analytically on his/her teaching and learning experiences.</li> <li>communicate effectively, verbally, non-verbally, and in writing.</li> </ul>			
a) plan effectively for instruction.			
b) organize instruction effectively.			
c) provide clear direction and instruction.			
d) engage peers in effective learning using appropriate instructional approaches.			
e) communicate verbally effectively (tone, volume, expressiveness, grammar, language).			
f) communicate non-verbally effectively (gestures, expressions, eye contact, congruence between verbal and non-verbal communication).			
g) write effectively during instruction (handwriting, spelling, punctuation, grammar, syntax, word choice).			
h) monitor and respond appropriately to peers' questions and behavior during instruction.			
i) self-assess the effectiveness of own teaching.			
<b>Comments:</b>			

<b>6. Professional Conduct and Ethics</b> <ul style="list-style-type: none"> <li>demonstrate personal and professional conduct and attributes as defined by the Faculty of Education Standards of Professional Conduct.</li> <li>explain issues and ethical concerns related to the teaching profession.</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) act in a responsible manner, which includes being punctual, dependable, trustworthy, consistent, and reliable.		
c) recognize that attendance in practicum courses and professional semesters is a professional responsibility.		
d) 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.		
e) respect the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.		
f) act in a manner that maintains the honor and dignity of the profession and the University of Lethbridge.		
g) does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.		
<b>Comments:</b>		

**7. General Comments:**

SAMPLE

**Recommendation:**

**PASS Recommended for Admission**

**PASS but Not Recommended for Admission**

*Students not recommended are required to wait one year and must meet with Student Program Services prior to re-enrolling in the course.*

**FAIL Not Recommended for Admission**

**Date:**

**Signatures:**

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

\_\_\_\_\_  
*EDUC 2500 Instructor*