



EDUCATION 2500

Student Report

Field Experience
To be completed by
Teacher Associate

Student:		Semester:	Fall
Teacher Associate:			Spring
University Consultant:			Summer
Grade Level:		Year:	
School:			

Instructions:

- For each field experience outcome below select the student's level of performance: either *Not Meeting Expectations* or *Meeting Expectations*. Most students fall within the *Meeting Expectations* category unless there is clear evidence for *Not Meeting Expectations*.
- For students within the *Meeting Expectations* category, please indicate level of performance.
- At the end of the document, please provide comments on the overall assessment of the practicum portion of EDUC 2500.

The EDUC 2500 student will be able to:

	Not Meeting Expectations	Meeting Expectations	N/A
1. Professional Growth and Reflection <ul style="list-style-type: none"> communicate verbally, non-verbally, and in writing. reflect critically and analytically on own learning experiences. identify teachers' professional responsibilities. understand the richness and complexity of teachers' working realities. 			
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) reflect on the lived experiences in the classroom and the complexities of the teaching profession.			
e) respond to feedback by listening to, evaluating, and responding to suggestions.			
2. Relationships <ul style="list-style-type: none"> establish a positive rapport with members of the learning community. 			
a) establish and maintain positive and respectful relationships with learners.			
b) establish and maintain positive and respectful relationships with the Teacher Associate.			
c) establish and maintain positive and respectful relationships with other members of the school community.			
d) support all learners in the classroom.			
3. Classroom and School Engagement <ul style="list-style-type: none"> communicate verbally, non-verbally, and in writing. respond to the diverse needs of learners. support established classroom expectations, procedure and routines, as directed by the TA applying observed approaches with students in the classroom. 			
a) respond appropriately to and assist learners.			
b) interact effectively with learners.			
c) show sensitivity to individual differences among learners.			

d) support established behaviour expectations in the classroom, as directed by the TA				
e) support established classroom procedures and routines, as demonstrated by the TA				
f) support established academic expectations, as directed by the TA				
g) demonstrate a dynamic presence (ex – alertness, 'with-it-ness', enthusiasm, passion)				
h) show commitment to the practicum experience (punctuality, willingness to engage with students, consistency in work)				
i) communicate verbally (e.g. tone, volume, expressiveness, grammar, language).				
j) communicate non-verbally (e.g. gestures, expressions, eye contact, congruence between verbal and non-verbal communication).				
k) communicate in writing (e.g. handwriting, spelling, punctuation, grammar, syntax and word choice).				

* **Note:** While students are not required to direct learning/teach a lesson as part of the ED 2500 practicum, students are expected to engage with small groups and individual students. At the discretion of the Teacher Associate, students may be encouraged to do a read aloud, team teach or lead a group of students in a mini lesson.

4. Professional Conduct and Ethics	Not Meeting Expectations	Meeting Expectations
<ul style="list-style-type: none"> make appropriate personal and professional decisions. demonstrate personal and professional conduct & attributes as defined by Faculty of Education Standards of Professional Conduct. 		
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) do not 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 or the college.		
j) do not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.		

Comments: Please comment on the overall practicum experience for your ED 2500 student, including areas where the student excelled and areas for improvement. Additionally, if your ED 2500 student was provided with the opportunity to work with small groups, individuals, team teach or teach a mini lesson, please provide comments.

SAMPLE

**Recommendation to the
Faculty of Education:**

Date:

Signatures:

Recommended for Admission

EDUC 2500 Student

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.*

Teacher Associate

University Consultant