

FACULTY OF EDUCATION
EDUCATION 2500 - FIELD EXPERIENCE REPORT FORM

Student Teacher: Taylor Forwald Teacher Associate: Sue Hays University Consultant: Kim Orr

Grade Level Taught: 1/2 multi-age School: Snater Bucknow

Semester: Fall Spring Summer Year: 2012

Final evaluation Red.

Ranking Criteria	Exceptional	Performance is OUTSTANDING – is remarkably better than expected at this level. Approximately 10% of all students will fall into this category.
	Superior	Performance is VERY STRONG – is considerably better than expected at this level. Approximately 20% of all students will fall into this category.
	Above Average	Performance EXCEEDS BASIC ACCEPTANCE LEVEL – somewhat better than expected at this level. Approximately 25% of all students will fall into this category.
	Satisfactory	Performance is ACCEPTABLE – is about at the level expected. Approximately 30% of all students will fall into this category.
	Below Average	Performance is NOT QUITE ACCEPTABLE – is slightly below the level expected. Approximately 10% of all students might fall into this category.
	Weak	Performance is CLEARLY UNACCEPTABLE – is significantly below the level expected, is regarded with serious concern. Approximately 5% of all students fall into this category.

Exceptional
 Superior
 Above Average
 Satisfactory
 Below Average
 Weak
 N/A

A. COMMUNICATION SKILLS (with all stakeholders)

		Exceptional	Superior	Above Average	Satisfactory	Below Average	Weak	N/A
1. Communicates Orally	• Appropriate language – colloquialisms, etc.		✓					
	• Quality of voice, tone, volume, expressiveness.	✓						
	• Clarity of essential elements of ideas.		✓					
	• Presents ideas in a logical, well organized/sequenced fashion.	✓						
	• Appropriate level of language for students.		✓					
	• Maintains eye contact, listens attentively.	✓						
2. Communicates in writing	• Clarity, focuses on essential elements of ideas.	✓						
	• Presents ideas in a logical, well organized/sequenced fashion.	✓						
3. Communicates non-verbally	• Conventions – handwriting, spelling, punctuation, grammar, etc.		✓					
	• Non-verbal techniques – gestures, expressions, eye contact, etc.		✓					
	• Congruence between verbal and non-verbal.		✓					

B. REFLECTION

		Exceptional	Superior	Above Average	Satisfactory	Below Average	Weak	N/A
1.	Documents classroom interactions; learner-learner, learner-teacher.		✓					
2.	Analyzes and interprets observations.		✓					
3.	Documents professional learning from practicum experiences.		✓					
4.	Reflects on own role in classroom events.		✓					
5.	Demonstrates maturity of insight.		✓					

Exceptional
 Superior
 Above Average
 Satisfactory
 Below Average
 Weak
 N/A

C. TEACHING INDIVIDUAL, SMALL AND LARGE GROUPS

1. Prepares and organizes	✓								
2. Presents materials skillfully.	✓								
3. Generates and holds motivation and interest through organization and creativity.	✓								
4. Elicits responses from pupils.	✓								
5. Responds to pupils' questions appropriately.	✓								
6. Interacts with pupils and coordinates activities.	✓								
7. Establishes rapport with pupils.	✓								
8. Shows sensitivity to individual differences among pupils.	✓								
9. Evaluates his/her own performance making suggestions for improvement.	✓								
10. Works well with exceptional pupils.	✓								
11. Gainers respect from pupils.	✓								

D. MANAGEMENT SKILLS

1. Uses tone effectively.	✓								
2. Provides clear directions		✓							
3. Administers rules consistently and fairly.		✓							
4. Monitors and responds to student behaviour.		✓							
5. Provides pupils with focused, positive feedback.		✓							
6. Provides a safe and orderly learning environment.		✓							

E. PERSONAL/PROFESSIONAL ATTRIBUTES

1. Appearance – grooming, dress, posture.	✓								
2. Classroom manner – confidence, composure, poise.		✓							
3. Enthusiasm – interest, vitality.		✓							
4. Sense of humour, warmth, friendliness.		✓							
5. Demonstrates initiative.	✓								
6. Maturity and judgment – perceptiveness, sensitivity, understanding of self and others.	✓								
7. Responds to others – respect, support, positiveness, helpfulness.	✓								
8. Interest in learning about teaching – consults, questions, reads, discusses.	✓								
9. Demonstrates empathy and concern for children (and others).	✓								
10. Responds to feedback – listens, evaluates and acts on suggestions.		✓							
11. Presence – assertiveness, dynamism, alertness, withitness.	✓								
12. Participates fully in classroom activities.	✓								
13. Respects learners.	✓								
14. Efficacy – has positive image of student ability to learn.	✓								
15. Efficacy – confident in the degree to which she/he can help pupils learn.	✓								
16. Responsibility – punctuality, dependability, consistency, trustworthiness, reliability.	✓								
17. Fosters interpersonal/intercollegial relationships.	✓								

F. PROFESSIONAL CONDUCT AND ETHICS	Satisfactory	Needs Attention
1. The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry or place of origin.	✓	
2. The student treats pupils, peers, school personnel, and faculty with dignity and respect and is considerate of their circumstances.	✓	
3. The students will recognize that attendance in practicum and professional semester courses is a professional responsibility, and will apprise appropriate personnel at the university and/or school in advance of unavoidable circumstances for absence.	✓	
4. The student criticizes (verbally or in writing) the professional competence or professional reputation of others in confidence to proper officials and only after the other person has been informed of the criticism.	✓	
5. The student respects the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.	✓	
6. The student acts in a manner which maintains the honour and dignity of the profession and the University of Lethbridge.	✓	
7. The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the teaching profession.	✓	

GENERAL COMMENTS

Taylor has been a valued, respected asset to our classroom. she has shown great initiative taking part in every activity in our grade 11/2 classroom. she has taken part in alot of different activities and subject areas. she taught a lesson in science, having the students make butterflies with paint and string- focus line of symmetry. Taylor taught the children an insect song integrating music and science. she had the children perform in an assembly. they did fantastic. she focused on tone, posters, singing from diaphragm. Taylor went on two fieldtrips with us. One was a full day. she was in charge of a small group each time. Taylor took part in gym classes, story writing, reading groups, science centers, Art and math. There was no task too large for her to take on she is very ready for PSI. she is confident, poised, enthusiastic and built a relationship with each one of our students and the staff. we will miss her!

G. RECOMMENDATION

PASS - Recommended for admission.

DATE: June 18, 2012

PASS - Not Recommended for admission.

SIGNED: Ausa Haug
(Teacher Associate)

FAIL - Not Recommended for Admission

Taylor Fornwald
(Student Teacher)

(University Consultant)

I highly recommend Taylor Fornwald for PSI.