



UNIVERSITY OF CALGARY

FACULTY OF EDUCATION
OFFICE OF UNDERGRADUATE PROGRAMS
FIELD SEMINAR STUDENT ASSESSMENT

Margaret Peyton

for the THEMATIC UNIT of STUDY: INQUIRY INTO LEARNING AND TEACHING (Semester 1)

Student's Name: Patrick Evanson

ID#: 00302167

Date: December 17, 2010

NOTE: This is not a letter of reference and will not be distributed by the Faculty of Education to potential employers

By the end of Inquiry into Learning and Teaching, the student's Field Journal and his/her participation in the Field Seminar and Field site should provide evidence of an emerging understanding of the culture of schools, a growing ability to observe, describe, and document (learning and teaching) carefully, a deepening ability to generate insight from data gathering, and a sense of his/her own ability to observe and reflect on experience.

Table with 4 columns: Description, Demonstrated, Not Demonstrated, Not Applicable. Row 1: ESTABLISHING PEDAGOGICAL RELATIONSHIPS. Row 2: Understands the importance of developing rapport with students. Row 3: Seeks to know students as individuals. Row 4: Interactions with learners and reflections in field journal show insights into each learner's learning needs. Row 5: Continues to observe and record students' learning needs, accomplished learning, interests, etc. Row 6: Writes about the ways learning and teaching can occur for themselves and others with whom they interact. Row 7: Notices and questions partner teacher's classroom routines and strategies. Row 8: Communicates respectfully and professionally with students.

Table with 4 columns: Description, Demonstrated, Not Demonstrated, Not Applicable. Row 1: UNDERSTANDING OF CURRICULUM/DISCIPLINE. Row 2: Shows accurate and creative understanding of each topic taught in the class. Row 3: Begins to observe and listen to the students' reactions to each curricular area and reflect on the ways students' insights can lead to deeper understanding of these topics. Row 4: Continuing to build a bibliography of curriculum resources used at the field site.

Table with 4 columns: Description, Demonstrated, Not Demonstrated, Not Applicable. Row 1: PREPARING TO TEACH. Row 2: Shows emerging understanding of the complexities of planning for teaching. Row 3: Continues to reflect upon own interactions with insight. Questions different possibilities for action in his or her field journal. Row 4: Continues to contribute to his or her own system for collecting repertoires of worthwhile learning experiences, assessments, and classroom supports for learning observed at field site.

Table with 4 columns: Description, Demonstrated, Not Demonstrated, Not Applicable. Row 1: BECOMING A PROFESSIONAL. Row 2: Communicates effectively, professionally, and respectfully with partner teacher(s), fellow student teachers, on-campus instructors, etc. Row 3: Reflects upon and questions the ways in which school culture, policies, and initiatives influence, and are influenced by, life in classrooms. Row 4: Continuing to build a bibliography of policy resources used at the field site.

Table with 4 columns: Description, Above Satisfactory, Satisfactory, Unsatisfactory. Row 1: JOURNAL. Row 2: SEMINAR PARTICIPATION.

Field Advisor's Name: Greg Long

Signature

For the Thematic Units of Study: Curriculum Contexts and Content, Field Seminar, the recommendation is:

Table with 2 columns: Recommendation, Count. Row 1: Credit (). Row 2: Recommended for Probationary Status (With Recommendation for Probationary Status Form Attached) (). Row 3: Deferral of Credit (With Deferral of Work Form Attached) (). Row 4: Non-Credit ().