



FACULTY OF EDUCATION

FIELD EXPERIENCE REPORT FORM EDUCATION 2500

Semester: Fall Spring Summer Year: 2009 School: Westminster Elementary

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)								
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								
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.					*		