

**AQUINAS COLLEGE SCHOOL OF EDUCATION**  
**EN 201/501 Introduction to Education**

**Seminar Instructor Checklist**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Seminar Instructor \_\_\_\_\_

**Essential Personal Characteristics**

**SCALE:**

EE = Exceeds expectations for a novice Introduction to Education student.

ME = Meets expectations for a novice Introduction to Education student.

NI = Needs improvement to meet the expectations for a novice Introduction to Education student.

NM = Student has not met the expectations for a novice Introduction to Education student.

NA = No opportunity to observe this characteristic.

**Note:** These characteristics are reflective of a **novice level** and were demonstrated through class journals, lesson plans, and class participation.

1. Is prepared to meet the needs of the learner. \_\_\_\_\_
  - Conveys research and practices that promote successful learning environments.
  - Models educational reform based on research and best practices for the learner.
  
2. Displays evidence of a genuine love of teaching students. \_\_\_\_\_
  - Challenges self by taking the initiative to change and improve.
  - Shares personal passions with students and peers.
  - Articulates his/her educational philosophy.
  - Believes all students can learn to think critically.
  
3. Understands the need to collaborate with other educators, parents, and community members to create learning opportunities which ensure success for all students.  
\_\_\_\_\_
  - Follows timelines and schedules.
  - Relates appropriately to authority figures.
  
4. Relates to work in an organized and dependable fashion. \_\_\_\_\_
  - Exhibits self-discipline.
  - Demonstrates punctuality in responding to requests, schedules, and calendars.
  - Maintains a level of organization called for by the day-to-day teaching demands.

- Behaves in an ethical manner with respect for all with whom he/she works.
5. Articulates high learning expectations for self and others and provides learning opportunities to achieve them. \_\_\_\_\_
    - Plans instructional strategies that take into account the physical, emotional, and intellectual abilities of the learner.
    - Plans for equitable treatment of all students.
    - Views the learner using the “asset” model: “All students have unique motivations and abilities to accomplish the learning tasks required” vs. the current “deficit” models (i.e. “Not all students have what it takes to accomplish the learning tasks set for them”).
  6. Engages in life long learning activities. \_\_\_\_\_
    - Demonstrates intellectual curiosity.
    - Engages in self-study to promote personal and professional growth.
    - Seeks feedback on performance for purpose of improvement.
    - Demonstrates openness to new ideas.
    - Adjusts behavior based on successes and failures.
    - Evaluates self, taking advantage of professional growth opportunities to improve knowledge of teaching.
    - Sets personal and professional goals.
  7. Demonstrates cultural sensitivity. \_\_\_\_\_
    - Demonstrates an awareness and understanding of various cultures, ethnic, religious, and racial groups.
    - Demonstrates respect in personal interactions and communication with all groups.
    - Seeks to be inclusive of all groups in planning school-related endeavors.
    - Participates in learning opportunities to strengthen cultural consciousness and diversity competence for self and students.
  8. Communicates effectively with others when writing and/or speaking. \_\_\_\_\_
    - Listens attentively when someone is speaking. Acknowledges speaker through appropriate verbal and non-verbal means.
    - Follows conventional grammatical structure and language usage when communicating in written or spoken form.
    - Conveys ideas clearly and concisely.
    - Demonstrates respect for the confidentiality of information regarding students, parents, and others. Relates only appropriate information in both formal and informal settings.
  9. Plans a lesson using elements of effective lesson design. \_\_\_\_\_
    - Plans a variety of instructional approaches to address a variety of learning needs.
    - Expresses an understanding and uses the different levels of Bloom’s Taxonomy.
    - Integrates technology in the creation and implementation of lesson plans to facilitate student learning.

- Expresses an understanding of differences in how students learn.
  - Plans motivation and involvement of students in a variety of activities.
10. Devises a plan for self-improvement. \_\_\_\_\_
- Engages in self-assessment methods, interprets the results, and devises a plan for professional improvement.
  - Observes others, has others observe self, reflects, and discusses possible improvements of the teaching and learning process.

### **General Narrative Comments**

Please include any narrative comments that support the observations assessed above and statements of specific strengths noted and weaknesses identified. Indicate whether or not the student followed recommendations given for improvement and the relative success of those suggested changes. Attach additional sheets as necessary.