

## Teacher Education Graduate Student Progress Report Form

**Student:**

**Semester:**

**Chair:**

**GRADES from last semester:**

**Student Instructions: Provide evidence of the ways in which you are meeting the learning outcomes of this program by responding to each of the following prompts in the space provided.**

### **1. Learning Outcome: Analysis and Problem Solving**

Provide one of the following:

- An outline of the core issues & interrelationships of a current educational topic; include either a recommendation for response or questions to pursue further.
- A report of new knowledge you have developed through the program, articulating it clearly and complexly as it relates to changes in your thinking and/ or practice.

### **2. Learning Outcome: Effective Communication**

When you consider your skills of communication, what are your strengths? What are your weaknesses? What additional resources/ support do you need?

### **3. Learning Outcome: Research Ethics**

Identify and articulate examples of your learning and how you have grappled with ethical and equity concerns in your practice or scholarship.

### **4. Learning Outcome: Education and Lifelong Service**

Based on what you are learning, identify ideas/concerns about civic engagement. In your response you might attend to issues of equity, diversity, participation in public institutions, or access to community resources in terms of your thinking and learning in this program and in your practice.

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### 5. Learning Outcome: Professional Development

What ideas do you have (or can you imagine) about how your practice specifically, and education generally, might improve? What professional development might support that improvement? Make clear how your thinking is informed by your learning in this program.

Student's assessment	Chair's assessment	The student:
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Meets regularly with chair (i.e., keeps appts, responds to email, etc.)
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Constantly improves writing (including APA formatting)
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Is timely in completing GradProg and other reporting information
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Is making consistent progress towards completion of thesis
Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Successfully completes courses (Grade of B- or better)

**Committee Chair Instructions:** In the space provided, assess the student's progress regarding meeting the learning outcomes, improvement in practice and/or completion of the thesis. Include any pertinent information that may have influence on current progress.

#### Overall rating:

<input type="checkbox"/> <b>Satisfactory</b>	All criteria are met in a timely manner
<input type="checkbox"/> <b>Marginal</b>	Academic or professional inconsistencies, including working with chair or in progress toward completion of thesis
<input type="checkbox"/> <b>Unsatisfactory</b>	Persistent academic or professional failure including working with chair or progress toward completion of thesis

\*Note: Receiving any combination of 2 marginals, 2 unsatisfactory or marginal and unsatisfactory in a row will result in dismissal from the program.

Chair Signature:

Student Signature: