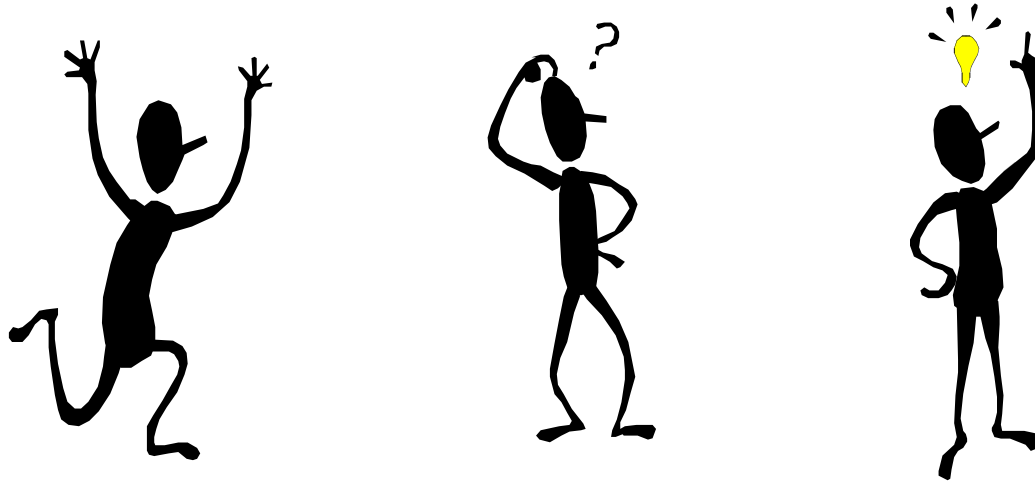


Eastern Mennonite University

Field Experience Handbook



“Experience + Reflection = Growth

As this equation suggests (and as John Dewey has argued), we do not actually learn from experience as much as we learn from reflecting on experience. Reflection on an experience, to put it simply, means to think about the experience, what the experience means, how it felt, where it might lead, what to do about it.” (Posner & Vivian, 2010, p. 21)

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***Becoming teachers who teach boldly in a changing world
through an ethic of care and critical reflection.***

Critical Reflection—the foundation of EMU's field experiences

Teacher Education at Eastern Mennonite University (EMU) strives to help preservice teachers make meaningful connections between theory and practice. They are taught to ask significant questions in the context of classroom and field experiences. Preservice teachers participate in carefully arranged and fully integrated field based experiences beginning in the first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes ethic of care, constructivism, reflective practice, and expanding literacies for the 21st century. Thus, it is the aim of the EMU program to foster candidates who integrate theory and practice in dynamic ways for the purpose of transforming teaching and learning, schools and communities.

The MidValley Consortium for Teacher Education: Its History and Structure

The clinical faculty program of the MidValley Consortium began as a pilot project of James Madison University and twenty-one cooperating teachers from the Augusta County, Harrisonburg City, and Rockingham County Schools participated in the original training sessions. From this beginning effort to train Clinical Faculty has evolved a program with the stated goal of improving the quality of field experiences for students preparing to become teachers.

During 1988-89, the first full year of operation, an additional 35 teachers participated in the training. In addition, the Consortium expanded its membership to include six school divisions and four teacher education institutions in the Shenandoah Valley. The local school divisions are: Augusta, Rockingham, and Shenandoah Counties; and Harrisonburg, Staunton, and Waynesboro City Schools. Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin College are the participating teacher education institutions. The membership remained the same until 2005, when Page County joined the Consortium.

A Consortium Steering Committee of college/university faculty and administrators and public school classroom teachers makes policy decisions. An *ad hoc* committee of school division central office administrators meets annually to advise the Steering Committee.

Then, in 1997-98, the Consortium received one of two clinical faculty grants awarded by the State Council of Higher Education for Virginia (SCHEV). This project resulted in a cadre of 327 "recommitted" Clinical Faculty trained in a performance assessment process that incorporates research and professional literature related to the Virginia Standards of Learning, the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Educational Testing Service (ETS) Classroom Performance Assessments (Pathwise).

The Consortium continues to train approximately 100 Clinical Faculty each year, and we now have over 700 active trained teachers. The skills taught in Clinical Faculty training are essentially the same skills as those needed to mentor beginning teachers. Many of our Clinical Faculty do indeed serve as mentors to beginning teachers in their own school divisions.

<http://www.jmu.edu/coe/esc/consortium/History.shtml>

Student Teaching Evaluation: "A Continuum for Professional Development."

Objectives of student teaching support the mission of the education department and are drawn from Mid-Valley Clinical Faculty Consortium reference guide, "A Continuum for Professional Development." All practicum evaluations starting with Exploring Teaching are part of your "Continuum for Professional Development".

A. Content Knowledge The student teacher ...

- A1 Demonstrates an understanding of appropriate content standards (sol/professional standards)
- A2 Identifies basic principles and concepts of subject matter
- A3 Uses examples to support basic principles of content
- A4 Links content to students' prior experiences and to related subject areas

B. Preparation For Instruction The student teacher ...

- B1 Is familiar with relevant aspects of students' background, knowledge, experience and skills
- B2 Plans address the unique characteristics of individual students (i.e. tag/gt, esl, special needs, among others)
- B3 Formulates clear learning outcomes that are appropriate for students
- B4 Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc)
- B5 Plans assessments of learning outcomes

C. Instructional Performance The student teacher ...

- C1 Establishes a safe physical and psychological environment
- C2 Creates a climate of fairness and respect
- C3 Maintains consistent standards for positive classroom behavior
- C4 Makes procedures and outcomes clear to students
- C5 Presents content effectively
- C6 Models appropriate language usage
- C7 Provides appropriate accommodations for diverse learners
- C8 Provides opportunities for content application
- C9 Checks for understanding using a variety of formal or informal assessment techniques
- C10 Uses instructional time effectively

D. Reflection And Evaluation – Impact On Student Learning The student teacher ...

- D1 Provides specific evidence to document student learning
- D2 Accurately describes strengths and weaknesses of his/her teacher skills in relation to student learning
- D3 Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction
- D4 Indicates strategies to improve instruction

E. Professionalism

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities. (Rate using the following scale: 3 – Exemplary; 2- Acceptable; 1-Not Acceptable.)

- | | |
|--|---|
| ___ Is responsible and dependable | ___ Demonstrates enthusiasm for teaching |
| ___ Shows initiative | ___ Maintains confidentiality |
| ___ Is punctual and regular in attendance | ___ Displays mature judgment and self-control |
| ___ Exhibits the ability to make decisions | ___ Dresses appropriately |
| ___ Sets appropriate priorities and meet deadlines | |
| ___ Demonstrates professional behavior with students, families, and school personnel | |

Professional sequence for Early/Primary (PreK-3) and Elementary Education (PreK-6)

- ED 101 Exploring Teaching: 20-hour practicum
- ED 201 Computers & Instructional Technology in Education
- ED 321 Management & Organization in Early Education: 20-hour practicum
- ED 231 Organizing for Learning (taken concurrently with ED 232)
- ED 232 Learning, Motivation, and Assessment (taken concurrently with ED 231)

Curriculum Block—Spring Semester: 60-hour practicum (2.5 cumulative gpa required)

- ED 331 Math in the Elementary School
 - ED 332 Science in the Elementary School
 - ED 333 Social Studies in the Elementary School
 - ED 301 Needs of Diverse Learners (**Prerequisite or corequisite: ED 331/2/3**)
- ### **Literacy Block—Fall Semester: 60-hour practicum (Admission to Teacher Ed. required)**
- ED 341 Language Arts
 - ED 342 Reading/Diagnostic Reading
 - ED 343 Content Area Reading/Writing
 - ED 401 Examining Foundations of Education (**Admission to Teacher Ed. required**)

Early Childhood Education Student Teaching Semester (Admission to Student Teaching required)

- ED 421 Student Teaching I: PreK-3: 7-weeks
- ED 422 Student Teaching II: PreK-3: 7-weeks
- ED 411 Reflective Teaching Seminar & Portfolio

Elementary Education Student Teaching Semester (Admission to Student Teaching required)

- ED 421 Student Teaching I: PreK-3: 7-weeks
- ED 423 Student Teaching II: 4-6: 7-weeks
- ED 411 Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Twenty-four semester hours of the above are devoted to professional studies; 21 semester hours involve practica.

Professional Education Sequence for Early (PK-3) & Elementary (PK-6) Education

Content and Practica Hours

Course #	Course Title	Hours	Content	Practica
ED 101	Exploring Teaching	2	1	1
ED 201	Computers & Instructional Technology in Ed.	1	1	0
ED 231	Organizing for Learning	3	3	0
ED 232	Learning, Motivation, and Assessment (PreK-6)	3	3	0
ED 331*	Elementary School Math	2 \		
ED 332*	Elementary School Science	2	4	2
ED 333*	Elementary School Social Studies	2 /		
ED 341*	Language Arts	2	2	
ED 342*	Reading/Diagnostic Reading	3	2	1
ED 343*	Content Area Reading and Writing	2	1	1
ED 301	Needs of Diverse Learners	3	3	0
ED 321	Management & Organization in Early Education	3	2	1
ED 421/422	Student Teaching I: PreK-3	7	0	7
ED 423	Student Teaching II: 3-6	7	0	7
ED 411	Reflective Teaching Seminar/Portfolio	1	0	1
ED 401	Examining Foundations of Education	2	2	0
TOTAL		45	24	21

*1 SH = 1 50-minute hour. For a 1 SH course, the class meets 15 times for 50 minutes each time. For a 2 SH course, the class meets 30 times for 50 minutes each time. For a 3 SH course, the class meets 45 times for 50 minutes each time. A 10-minute break is given after each 50-minute class.

Total number of clock hours for each practica is listed in the *EMU Field Experience Handbook* and in the EMU Catalog in course descriptions.

Course syllabi should reflect content and practica hours as per the calculations above.

Professional sequence for Special Education (K-12)

ED 101 Exploring Teaching: 20-hour practicum

ED 201 Computers & Instructional Technology in Education

EDS 301 Introduction to Exceptionalities

EDS 351 Intervention Strategies for Middle & High School: 20-hour practicum

Special Education Professional Block: 60-hour practicum **(2.5 cumulative gpa required)**

EDS 331 Individualized Instruction in Content Areas for Students with Exceptionalities

EDS 332 Adapting Curriculum for Students with Exceptionalities

EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs

EDS 371 Evaluation and Planning in Special Education: 20-hour practicum

EDS 381 Special Education Professional Field Experience: 3 weeks all day

EDS 401 Supporting Positive Classroom Behavior

EDS 451 Educational Foundations and Due Process

Literacy Block—Fall Semester: 60-hour practicum **(Admission to Teacher Education required)**

ED 341 Language Arts

ED 342 Reading/Diagnostic Reading

ED 343 Content Area Reading/Writing

Special Education Student Teaching Semester **(Admission to Student Teaching required)**

EDS 461 Student Teaching: Elementary Exceptionalities: 7-weeks

EDS 462 Student Teaching: Middle School/High School Exceptionalities: 7-weeks

ED 411 Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Twenty-four semester hours of the above are devoted to professional studies; 25 semester hours involve practica.

Professional Education Sequence for Special Education

Content and Practica Hours

Course #	Course Title	TotalHrs	Content Hrs	Practica Hrs
ED 101	Exploring Teaching	2	1	1
ED 201	Computers & Instructional Technology in Educ.	1	1	0
EDS 301	Introduction to Exceptionalities	3	3	0
EDS 331*	Individualized Instruction in the Content Areas	3	2	1
EDS 332*	Adapting Curriculum for Exceptionalities	4	3	1
EDS 333*	Medical Issues and Assistive Technology	1	1	0
EDS 351	Intervention Strategies for Middle & High School	3	2	1
EDS 371	Evaluation and Planning in Special Education	3	2	1
EDS 381	Professional Field Experience	2	0	2
EDS 401	Supporting Positive Classroom Behavior	2	2	0
EDS 451	Educational Foundations and Due Process	2	2	0
ED 341*	Language Arts	2	2	0
ED 342*	Reading/Diagnostic Reading	3	2	1
ED 343*	Content Area Reading and Writing	2	1	1
ED 411	Reflective Teaching Seminar/Portfolio	1	0	1
EDS 461	Student Teaching: Elementary Exceptionalities	7	0	7
EDS 462	Student Teaching: MS/Secondary Except	7	0	7
TOTAL		48	24	24

NOTE: Students enrolled at EMU who are seeking licensure in Special Education are automatically enrolled as Liberal Arts majors. The following courses also contribute toward the EMU CORE Curriculum and the Liberal Arts major at EMU: PSYC 202, PSYC 203, SOWK 300, MATH 110, MATH 120, MATH 130.

HOURS:

*1 SH = 1 50-minute hour. For a 1 SH course, the class meets 15 times for 50 minutes each time. For a 2 SH course, the class meets 30 times for 50 minutes each time. For a 3 SH course, the class meets 45 times for 50 minutes each time. A 10-minute break is given after each 50-minute class.

Total number of clock hours for each practica is listed in the *EMU Field Experience Handbook* and in the EMU Catalog in course descriptions.

Course syllabi should reflect content and practica hours as per the calculations above. If no notation is made for practicum hours, then the semester hours are all course hours.

Professional sequence for Secondary Education (6-12)

- ED 101 Exploring Teaching: 20-hour practicum
- ED 201 Computers & Instructional Technology in Education
- ED 251 Learning, Motivation and Assessment (6-12) **(2.5 cumulative gpa required)**
- ED 252 Learning, Motivation, & Assessment PFE: 40-hour practicum **(2.5 cum gpa required)**

Secondary Education Professional Block: **(Admission to Teacher Education required)**

- ED 351 General Curriculum & Methods
- ED 361 Special Methods PFE: 60-hour practicum
- ED 371 **OR** 372 **OR** 373 **OR** 374 **OR** 375 **OR** 376 Special Methods
- ED 381 Reading & Writing Across the Curriculum **(Admission to Teacher Ed required)**
- ED 301 Needs of Diverse Learners **(Prerequisite or corequisite: ED 351)**
- ED 391 Middle School Curriculum & Organization: 20-hour practicum
- ED 401 Examining Foundations of Education **(Admission to Teacher Education required)**

Secondary Education Student Teaching Semester **(Admission to Student Teaching required)**

- ED 451 Middle School Student Teaching: 7-weeks
- ED 452 High School Student Teaching: 7-weeks
- ED 411 Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Seventeen semester hours of the above are devoted to professional studies; 19 semester hours involve practica.

Professional Education Sequence for Secondary Education

Content and Practica Hours

Course #	Course Title	Hours	Content	Practica
ED 101	Exploring Teaching	2	1	1
ED 201	Computers & Instructional Technology in Ed	1	1	0
ED 251	Learning, Motivation and Assessment (6-12)	3	3	0
ED 252	Learning, Motivation, & Assessment PFE	1	0	1
ED 301	Needs of Diverse Learners	3	3	0
ED 351	General Curriculum & Methods	1	1	0
ED 371-376	Special Methods	2	2	0
ED 361	Special Methods PFE	1	0	1
ED 381	Reading & Writing Across the Curriculum (6-12)	2	2	0
ED 391	Middle School Curriculum & Organization	3	2	1
ED 411	Reflective Teaching Seminar/Portfolio	1	0	1
ED 401	Examining Foundations of Education	2	2	0
ED 451	Middle School Student Teaching	7	0	7
ED 452	High School Student Teaching	7	0	7
TOTAL		36	17	19

1 SH = 1 50-minute hour. For a 1 SH course, the class meets 15 times for 50 minutes each time. For a 2 SH course, the class meets 30 times for 50 minutes each time. For a 3 SH course, the class meets 45 times for 50 minutes each time. A 10-minute break is given after each 50-minute class.

Total number of clock hours for each practica is listed in the *EMU Field Experience Handbook* and in the EMU Catalog in course descriptions.

Course syllabi should reflect content and practica hours as per the calculations above.

Professional sequence for Art Education (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 232	Learning, Motivation and Assessment (PreK-6)
ED 351	General Curriculum and Methods for Middle and Secondary Teaching (Admission to Teacher Education required)
ED 381	Reading & Writing Across the Curriculum (Admission to Teacher Education required)
ART 397	Elementary School Art Methods: 20-hour practicum
ART 398	Secondary School Art Methods: 20-hour practicum
ED 401	Examining Foundations of Education (Admission to Teacher Education required)

PreK-12 Student Teaching Semester (Admission to Student Teaching required)

ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

Recommended Education Courses:

ED 201	Computers & Instructional Technology in Education
ED 301	Needs of Diverse Learners (Prerequisite or corequisite: ED 351)
ED 391	Middle School Curriculum & Organization: 20-hour practicum

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Professional sequence for Health & Physical Education (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 201	Computers & Instructional Technology in Education
ED 251	Learning, Motivation and Assessment (6-12) (2.5 cumulative gpa required)
PE 301	Adapted Physical Education: 10-hour practicum
ED 301	Needs of Diverse Learners (Prerequisite or corequisite: ED 351 or PE 401)
ED 381	Reading & Writing Across the Curriculum (Admission to Teacher Ed required)
ED 401	Foundations of Education (Admission to Teacher Education required)

Secondary Physical Education Professional Block: 60-hour practicum*

HE 401	Health Methods
PE 402	Middle & Secondary Physical Education
ED 351	General Curriculum & Methods for Middle and Secondary Teaching

Elementary Physical Education Professional Block: 60-hour practicum*

PE 401	Elementary Physical Education
PE 231	Movement Education

PreK-12 Student Teaching Semester (Admission to Student Teaching required)

ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

***Physical Education Block Admission prerequisites:** *First semester of block courses:* Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis I scores required. *Second semester of block courses:* Admission to Teacher Education required.
(<http://www.emu.edu/pe/>)

Students must achieve a C or better in all education courses (with an ED/EDS/PE prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Professional sequence for Music Education (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 201	Computers & Instructional Technology in Education
ED 232	Learning, Motivation and Assessment (PreK-6)
ED 351	General Curriculum & Methods for Middle and Secondary School Teaching (Admission to Teacher Education required)
ED 381	Reading & Writing Across the Curriculum (Admission to Teacher Education required)
ED 401	Examining Foundations of Education (Admission to Teacher Education required)
MUED 341	Elementary School Music: 20-hour practicum (Admission to Teacher Education may be required)
MUED 342	Secondary School Music: 20-hour practicum (Admission to Teacher Education may be required)

PreK-12 Student Teaching Semester (Admission to Student Teaching required)

ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

Recommended Education Course:

ED 301	Needs of Diverse Learners (Prerequisite or corequisite: ED 351)
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Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Professional sequence for Spanish Education (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 201	Computers & Instructional Technology in Education
ED 251	Learning, Motivation and Assessment (6-12) (2.5 cumulative gpa required)
ED 252	Learning, Motivation, & Assessment PFE: 40-hour practicum (2.5 cum gpa required)
ED 351	General Curriculum and Methods for Middle and Secondary Teaching (Admission to Teacher Education required)
LING 450	Methods of Language Teaching: 20-hour practicum
ED 381	Reading & Writing Across the Curriculum (Admission to Teacher Education required)
ED 391	Middle School Curriculum & Organization: 20-hour practicum
ED 401	Examining Foundations of Education (Admission to Teacher Education required)
LING 460	Practicum in TESOL: 60-hour practicum

PreK-12 Student Teaching Semester (Admission to Student Teaching required)

ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Professional sequence for Teaching English to Speakers of Other Languages (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 201	Computers & Instructional Technology in Education
ED 251	Learning, Motivation and Assessment (6-12) (2.5 cumulative gpa required)
ED 252	Learning, Motivation, & Assessment PFE: 40-hour practicum (2.5 cum gpa required)
ED 351	General Curriculum and Methods for Middle and Secondary Teaching (Admission to Teacher Education required)
LING 450	Methods of Language Teaching: 20-hour practicum
ED 301	Needs of Diverse Learners (Prerequisite or corequisite: ED 351)
ED 381	Reading & Writing Across the Curriculum OR
ED 343	Content Area Reading/Writing (Admission to Teacher Education required)
ED 391	Middle School Curriculum & Organization: 20-hour practicum
ED 401	Examining Foundations of Education (Admission to Teacher Education required)
LING 460	Practicum in TESOL: 60-hour practicum
<u>PreK-12 Student Teaching Semester</u> (Admission to Student Teaching required)	
ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Professional sequence for Theatre Arts (PreK-12)

ED 101	Exploring Teaching: 20-hour practicum
ED 201	Computers & Instructional Technology in Education
ED 232	Learning, Motivation and Assessment (PreK-6)
ED 301	Needs of Diverse Learners (Prerequisite or corequisite: ED 351)
ED 351	General Curriculum and Methods for Middle and Secondary School Teaching (Admission to Teacher Education required)
ED 381	Reading & Writing Across the Curriculum (Admission to Teacher Education required)
ED 391	Middle School Curriculum and Organization: 20-hour practicum
THR 370	Elementary School Theater Arts Methods: 20-hour practicum (Admission to Teacher Education required)
THR 371	Secondary School Theater Arts Methods: 20-hour practicum (Admission to Teacher Education required)
ED 401	Examining Foundations of Education (Admission to Teacher Education required)

PreK-12 Student Teaching Semester (Admission to Student Teaching required)

ED 461	Elementary Student Teaching (PreK-6): 7-weeks
ED 462	Middle/High School Student Teaching (6-12): 7-weeks
ED 411	Reflective Teaching Seminar & Portfolio

Students must achieve a C or better in all education courses (with an ED/EDS prefix)

Students must be admitted to teacher education by July 1 prior to the academic year they wish to student teach.

Field Experience Sites to Ensure Linguistic, Cultural, and Socioeconomic Diversity

ED 101 Exploring Teaching:

- All grades and programs: Broadway District Schools of Rockingham County Public Schools (elementary, middle and high school) and Ashby Lee Elementary School, North Fork Middle School and Stonewall Jackson High School in Shenandoah County Public Schools.

Early/Primary (PreK-3) and Elementary (PreK-6):

- Curriculum Block-Linville-Edom and John C. Myers Elementary Schools, Rockingham County Public Schools
- Literacy Block-Four of the five Harrisonburg City Public elementary schools
- ED 351/2 Management and Organization of Early Childhood-EMU Early Learning Center

Special Education (K-12):

- Special Education Block-elementary schools in Rockingham County
- Literacy Block- Four of the five Harrisonburg City Public elementary schools
- EDS 351 Intervention Strategies-a middle or high school in Harrisonburg City or Rockingham County
- EDS 381 Special Education Professional Field Experience-a elementary, middle, or high school placement to provide the necessary endorsement or grade level. SPED PFE can be completed locally or in the candidate's home area. Candidates reflect each day via email to dialogue with the course instructor.

Secondary Education (6-12 and PreK-12)

- ED 251 Learning, Motivation, and Assessment Professional Field Experience-Broadway High School, Rockingham County Public Schools
- ED 361 Special Methods Professional Field Experience-Spotswood High School, East Rockingham High School, Rockingham County Public Schools
- ED 391 Middle School Curriculum and Organization-Thomas Harrison Middle School and Skyline Middle School, Harrisonburg City Public Schools
- Elementary and Middle and Secondary Methods-all of the Harrisonburg City Public Schools and Rockingham County Public Schools depending upon the grade level.

Student Teaching Placement Interview (All Candidates)

- Each candidate meets with the Field Placement coordinator for a student teaching placement interview during January or early February the year prior to student teaching.
- The purpose of the interview is to determine the candidate placement history and ensure that the candidates' student teaching placement requests provide the necessary diversity and endorsement requirements for licensure.
- The field placement coordinator uses the information to request individual student teaching placements and to request the candidates remaining practicum placements.



Undergraduate Teacher Education Field Experience Report

Name_____

EMU Course_____

School_____

Classroom Teacher_____

Grade Level(s) and Subject Area(s)_____ Dates of Attendance_____

Description of Classroom Students

___ Total number of students

Race and Ethnicity

- ___ Hispanic/Latino of any race
- ___ American Indian or Alaska Native
- ___ Asian
- ___ Black or African American
- ___ Native Hawaiian or Other Pacific Islander
- ___ White
- ___ Two or more races
- ___ Unknown

Students with Exceptionalities and/or English
Language Learners (identified by the school)

- ___ Attn. Deficit Hyperactivity Disorder
(ADHD)
- ___ Autism Spectrum Disorder
- ___ Emotional Disturbance (ED)
- ___ Intellectual Disability (ID)
- ___ Learning Disability (LD)
- ___ Other Health Impairment (OHI)
- ___ Gifted
- ___ English Language Learner/Limited
English Proficiency (ELL/LEP)
- ___ Other (specify)_____

Would you recommend using this teacher/school for future placements?

Yes___ No___ Please explain your answer.

Practicum Student Signature

Date

Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching)	Total Number of Hours
Early Childhood Education PreK-3 (BA Initial)	ED 101 Exploring Teaching: 20 hours; ED 331-333 Curriculum Block: 60 hours; ED 341-343 Literacy Block: 60 hours; ED 321 Management & Organization of Early Childhood: 20 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 200-210 hours	Two 7-week, full-time student teaching placements in two primary settings; Total: 500 hours	700-710
Elementary Education PreK-6 (BA Initial)	ED 101 Exploring Teaching: 20 hours; ED 331, 321, 333 Curriculum Block: 60 hours; ED 341, 342, 343 Literacy Block: 60 hours; ED 321 Management & Organization of Early Childhood: 20 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 200-210 hours	Two 7-week, full-time student teaching placements in two settings: one k-3 and one 4-6; Total: 500 hours	700-710
Special Education K-12 General Curriculum (BA Initial)	ED 101 Exploring Teaching: 20 hours; EDS 331, 332, 333 Special Education Block: 60 hours; ED 341, 342, 343 Literacy Block: 60 hours; EDS 351 Intervention Strategies for Middle & High School Learners with Mild Disabilities: 20 hours; EDS 371 Evaluation & Planning in Special Education: 20 hours; EDS 381 Special Education PFE: all day for 2 ½ weeks (75-90 hours); Opening School Experience: 5-7 full days at the first student teaching placement; Total: 260-275 hours	Two 7-week, full-time student teaching placements in two settings (matching licensure areas): elementary and middle or high school; Total: 500 hours	760-785
Secondary Education 6-12 (BA/BS, Initial) Biology, Chemistry, English, History/SS, Math	ED 101 Exploring Teaching: 20 hours; ED 252 Learning Motivation and Assessment PFE: 40 hours (high school); ED 361 Special Methods PFE: 60 hours (high school); ED 391 Middle School Curriculum & Organization: 20 hours (middle school); Opening School Experience: 5-7 full days at the first student teaching placement; Total: 180-195 hours	Two 7-week, full-time student teaching placements in two settings: one middle and one high school; Total: 500 hours	680-695
Art Education PreK-12 (BA Initial)	ED 101 Exploring Teaching: 20 hours; ART 397 Elementary School Art Methods: 20 hours; ART 398 Secondary School Art Methods: 20 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 100-115 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	600-620

Health and Physical Education PreK-12 (BS Initial)	ED 101 Exploring Teaching: 20 hours; PE 301 Adapted Physical Education: 10 hours; PE 401 Elementary Physical Education: 60 hours of observation and teaching; PE 402 Middle and Secondary Physical Education: 60 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 190-200 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	690-700
Foreign Language: Spanish PreK-12 (BA Initial)	ED 101 Exploring Teaching: 20 hours; ED 252 Learning Motivation and Assessment PFE: 40 hours (high school); ED 391 Middle School Curriculum & Organization: 20 hours; LING 450 Methods of Language Teaching: 20 hours; LING 460 Practicum in TESOL: 60 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 200-215 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	700-715
Theater Education PreK-12 (BA Initial)	ED 101 Exploring Teaching: 20 hours; THR 370 Elementary School Theater Arts Methods: 20 hours; THR 371 Secondary School Theater Arts Methods: 20 hours; ED 391 Middle School Curriculum & Organization: 20 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 120-135 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	620-635
Teaching English to Speakers of Other Languages (PreK-12) (BA Initial)	ED 101 Exploring Teaching: 20 hours; ED 252 Learning Motivation and Assessment PFE: 40 hours (high school); ED 391 Middle School Curriculum & Organization: 20 hours; LING 450 Methods of Language Teaching: 20 hours; LING 460 Practicum in TESOL: 60 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 200-215 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	700-715
Music Education PreK-12 (BA Initial)	ED 101 Exploring Teaching: 20 hours; MUED 341 Elementary School Music: 20; MUED 351 Secondary School Music: 20 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 100-115 hours	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	600-615
Teaching English as a Second Language PreK-12 (MA, Initial)	EDDT 551 Methods of Teaching ESL/FL: 20 hours; EDPC 601 ESL Practicum: 60 hours; Opening School Experience: 5-7 full days at the first student teaching placement; Total: 120-128	Two 7-week, full-time student teaching placements in two settings: elementary and middle or high school; Total: 500 hours	660-668

Updated May 2012

EMU STUDENT TEACHING INTERVIEW

Date_____

Name	Student Teaching Semester
Licensure Area	Additional Endorsements
Major	Minor
Education Advisor	Content Advisor

I. Placement History

<u>ECE/ELEP</u>	<u>6-12/K-12</u>	<u>SPED</u>
ED 101	ED 101	ED 101
ED 101	ED 101	ED 101
ED 321	ED 252	EDS 331-3
ED 331-3	ED 361	EDS 351
ED 341-3	ED 391	EDS 371
Other	Elem	EDS 381
Other	MS/HS	ED 341-3
Other	Other	Other

II. Placement Choices: MidValley Consortium Area

Placement A	Grade/Subject
Placement B	Grade/Subject
Request for outside area	

(All placements are made within a 50-mile radius of EMU unless otherwise noted. Diversity of placements is encouraged. Requests for specific teachers are discouraged.)

III. Conditions

Have you received and read the Licensure Regulations for School Personnel? Yes No

Background checks are required by School Divisions and are your expense (about \$45)

Do you understand that you are responsible to provide your transportation? Yes No

When do you plan to take Praxis I, VCLA, **Praxis II &/or RVE**? _____

Do you understand the exit requirements? Yes No (*see page 38 stud. tchg handbook*)

*Workstudy? Yes No Comments: _____

*Class? Yes No Comments: _____

*Athletics/Music? Yes No Comments: _____

(These requests must be approved by the Teacher Education Admissions Committee.)

IV. Questions:

What goals do you wish to accomplish during student teaching?

What strengths do you bring to student teaching?

Every attempt will be made to provide a suitable placement for you. However, placements are made in conjunction with the school divisions and may not be at the school or grade level you requested.

Student Teacher Signature

Field Experience Coordinator Signature

Student Placement Information Form

Name..... ID#..... Graduation Date.....

Academic Major/Certification (s)..... Minor(s).....

	School	Grade/Subject	Teacher	Dates
ED 101 Exploring Teach. (1 st)				
ED 101 Exploring Teach (2 nd)				
ED 221 Early Childhood PFE				
ED 252 LMA PFE				
ED 321 M&O in Early Ed.				
ED 331-333 Curriculum Block				
ED 342 Lit. Block Tutoring				
ED 343 Literacy Block				
ED 361 Special Methods PFE				
ED391 MS Curriculum & Org				
EDS 331-333 SPED Block				
EDS 351 Inter. Strategies				
EDS 371 Eval. & Due Process				
EDS 381 May SPED PFE				
ART 397 Elem. Art Methods				
ART 398 Sec. Art Methods				
LING 450 Meth. of Lang. Teach.				
LING 460 Pract. in TESOL				
MUED 341 Elem. Music Meth.				
MUED 342 Sec. Music Meth.				
PE 301 Adapted PE				
PE 401 Elementary PE				
PE 402 Middle and Sec. PE				
THR 370 Elem. Theater Meth.				
THR 371 Sec. Theater Methods				
Student Teaching I				
Student Teaching II				
Student Teaching III				

EMU Schedule of Practicum Placements

Fall

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Area</u>	<u>Approx. # of Students</u>
ED 101	Exploring Teaching	12/12	All	50
ED 221	PFE: Daycare	40	ELC	1
ED 341-343	Literacy Block	60	Harrisonburg Elem	15
ED 321	Management & Org. in Early Ed	20	EMU ELC	12
ED 361	Special Methods Practicum	60	SHS, ERHS	5
EDS 351	*Intervention Strategies	20	MS/HS R'ham	5
LING 450	Methods of Teaching ESL/FL	20	All	10
LING 460	TESOL Practicum	60	All	4
PE 401	Elementary Physical Education Block	60	Harrisonburg Elem	12
PE 402	Middle & Secondary PE Block	60	MS/HS R'ham	12
ART 397	*Elementary School Art Methods	20	All	4
ART 398	*Secondary School Art Methods	20	All	4
MUED 341	*Elementary School Methods	20	All	4
MUED 342	*Secondary School Methods	20	All	4

*Student Teaching 14 weeks (7 ea plcmt) heavier in MS/HS 20

Spring

ED 101	Exploring Teaching	12/12	All	30
ED 221	PFE: Daycare	40	ELC	1
ED 252	LMA Practicum	40	Broadway High	12
ED 331-333	Curriculum Block	60	JCM, Linville Edom	30
ED 321	Management & Org. in Early Ed	20	ELC	12
ED 391	Middle School Curriculum & Org.	20	Harrisonburg MS	8
EDS 331-333	Special Education Block	60	R'ham Elem	5
LING 460	TESOL Practicum	60	All	2
PE 301	Adapted PE	10	Turner Ashby HS	12

*Student Teaching 14 weeks (7 ea plcmt) heavier in elem/H&PE/SPED 20

Summer

EDS 381	May SPED PFE	60	All	5
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*Student Teaching includes one week of Opening School Experience in August

Placement Request Information Procedures

Course instructors receive an email requesting the following information from the field experience coordinator approximately 3 weeks before the requests need to be sent to the school divisions.

The following **specific** information must be received prior to sending your request to the school division contacts:

1. The **exact** starting and ending dates of your practicum. Please check the public school calendars and make sure that you are not scheduled to go during their Spring Break or Finals Week, etc and **that you are scheduled for the correct number of practicum hours listed in the EMU catalog** for your course.
2. If your students (or a student) are NOT going to their practicum during the scheduled course time, you are to submit individual student schedules printed from myEMU with the request for an alternate practicum schedule handwritten on the student's myEMU schedule.
3. Grade level that the Practicum should occur in (elementary, middle school, or high school)
4. Description of what the candidates will be doing in the practicum
5. List of students in the class
 - ED 252 Learning Motivation & Assessment Professional Field Experience
 - ED 331, 332, & 333 Curriculum Block
 - ED 321 Management & Organization in Early Education
 - ED 391 Middle School Curriculum and Organization
 - LING 450 Methods of Language Teaching
 - LING 460 Practicum in TESOL
 - ED 341, 342, & 343 Literacy Block
 - ED 361 Special Methods Professional Field Experience
 - EDS 331, 332, & 333 Special Education Block
 - EDS 351 Intervention Strategies for Middle & High School Learners with Exceptionalities
 - EDS 371 Evaluation & Planning in Special Education
 - EDS 381 Special Education Professional Field Experience
 - PE 301 Adapted Physical Education
 - PE 401 & PE 231 Elementary Physical Education Block
 - PE 402 Secondary Physical Education Block
 - MUED 341 Elementary School Music
 - MUED 342 Secondary School Music
 - ART 397 Elementary School Art Methods
 - ART 398 Secondary School Art Methods
 - THR 370 Elementary School Theater Arts Methods
 - THR 371 Secondary School Theater Arts Methods

In ED 101 Exploring Teaching the candidates sign up for placements during class and the field placement coordinator meets with the course instructor and administrative assistant to make the placement requests.

Student's Guide to Practicum Experiences in Public Schools

This guide proposes to furnish suggestions for any observation in public schools in connection with any scheduled visitation prior to and including student teaching.

Remember that you represent university students in general and EMU in particular. Students who have visited this school in previous years have caused teacher and administrators to expect much of EMU.

Dress neatly and in such a manner as not to call attention to yourself. School dress codes allow for only the piercing of ears. (No other body piercing is allowed.)

Please be sure that your clothing does not expose your midriff or back at any time.

Classroom teachers who you visit have agreed, as a gesture of professional courtesy, to have you visit them. Their thanks will come from appreciation shown and expressed by you.

Check in at the Main office before going to the classroom.

It is courteous to arrive *before* class starts, introduce yourself to the teacher, and ask if there is a vacant seat near the back of the room. If time permits, give the teacher some idea about the objectives of your observation. The teacher may be busy; if so, excuse yourself and take a seat.

Mature observers will not read books, chew gum, talk to students, or conspicuously take notes during the class period and *never* use your cellphone.

When class closes, express appreciation, chat a bit if it seems advisable, and leave (if the flow of humanity permits).

The assigned field experience teacher will be asked to complete the TEACHER'S EVALUATION form.

Note: Several recurrent pet peeves of public school teachers and administrators:

- **Dressing unprofessionally**
- **Not showing for scheduled observation**
- **Coming in late**
- **Not following professional courtesy when visiting**

Let's keep them proud of us!

**Procedures for
Practicum Evaluation of Professional Behavior
Used for Admission to Student Teaching**

Description:

The Practicum Evaluation for Admission to Student Teaching is a measure of the pre-service candidate's demonstration of proficiencies in early field experiences (NCATE Standard 3, 2008). The instrument also measures the candidate's ability to demonstrate the professionalism necessary for entry into the student teaching experience. The *Practicum Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and to allow candidates the opportunity to demonstrate growth over time.

Courses by program using the Practicum Evaluation:

Early Childhood and Elementary Programs

ED 331-333 Curriculum Block

ED 343 Literacy Block

Special Education Program

EDS 331-332 Special Education Block

ED 343 Literacy Block

Secondary Education (6-12) Programs

ED 252 LMA PFE

ED 361 Special Methods PFE

PreK-12 Education Programs

ART 397 Elementary School Art Methods

ART 398 Secondary School Art Methods

LING 450 Methods of Language Teaching

LING 460 Practicum in TESOL

MUED 341 Elementary School Music

MUED 342 Secondary School Music

PE 401 Elementary Physical Education

PE 402 Middle and Secondary Physical Education

THR 370 Elementary School Methods

THR 371 Secondary School Methods

Practicum Evaluation Instrument:

The *Profile of Performance* is an evaluation that is used for all practica at EMU. Section E (Professionalism) of the *Profile of Performance* serves as the *Practicum Evaluation* used for decision-making when admitting candidates to Student Teaching.

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

Scoring:

Candidates must achieve a score of at least "acceptable" on each criterion to be admitted to student teaching. Candidates must receive this minimum score at least once out of the two practicum evaluations completed throughout their program.

A *Student Growth Plan* should be developed if a candidate receives a “not acceptable” score on any Practicum Evaluation criterion to ensure that the pre-service candidate is given opportunity and support for professional growth. The course instructor is responsible for developing the *Student Growth Plan*. In exceptional circumstances (eg. the course instructor is not a department faculty member), the Department Chair may complete the *Student Growth Plan* or appoint the faculty advisor or other department faculty member to do so.

Implementation and Fair Notice:

Data collection officially begins fall 2012. As of 2012-13, the Practicum Evaluation requirement for admission to student teaching will be stated in the Teacher Education handbook, in course syllabi (for courses using the practicum evaluation), and in all parallel documents.

The Practicum Evaluation will be used for admission to student teaching decisions beginning May 2013. To ensure fair practice and opportunity for the candidate, the Practicum Evaluation data will only be used for student teaching decision making if at least two sets of data have been collected by the time the candidate is ready to be admitted to student teaching. By fall 2014 all candidates applying for admission to student teaching should have at least two sets of data to be used for admission decisions.

Procedures:

1. In August and December:
 - a. A procedures document for using the Practicum Evaluation is distributed to course instructors via email (see course instructors document attached)
 - b. Course instructors place a copy of the practicum rubric in the syllabus along with the following fair notice statement:
“Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”
2. Early in the semester the course instructors review the Practicum Evaluation with the practicum teachers and the pre-service candidates. The course instructors provide the practicum teachers with the following information
 - a. how the evaluation is used for admission decisions
 - b. the requirement to review the form with the pre-service candidate and for both the practicum teacher and candidate to sign the form
 - c. the deadline for returning the completed formCourse instructors will provide the practicum teachers with postage paid return envelopes to use when sending the evaluations back to the university.
3. In mid-November and mid-April:
 - a. Course instructors collect the completed practicum evaluation forms. Completed forms must be signed by both the practicum teacher and the candidate. In the event of a missing practicum evaluation, the course instructor completes the Profile of Performance practicum evaluation. A copy of the completed evaluation is given to the candidate.
 - b. The administrative assistant distributes the practicum evaluation data spreadsheet and procedural instructions to course instructors.
 - c. Course instructors record the evaluation data in the practicum evaluation data spreadsheet (see pg 2 of attached course instructors document) and submit the spreadsheet to the administrative assistant who will record the candidates’ scores in EX. Submission of data to the administrative assistant must be completed by December 1 for fall semester courses and May 1 for spring semester courses.
 - d. In the event of conflicting interpretations of the EMU pre-service candidate’s performance, EMU reserves the right to gather additional information on the candidate’s practicum experiences.

Practicum Evaluation Procedures for Course Instructors

The *Profile of Performance* is an evaluation that is used for all practica at EMU. Section E (Professionalism) of the *Profile of Performance* serves as the *Practicum Evaluation* used for decision-making when admitting candidates to Student Teaching. Data is collected from two consecutive courses in each program area. The candidate must receive a score of “acceptable” for each criterion on at least one of the two evaluations.

Courses in which the Practicum Evaluation is used for admission decisions:

Fall

ED 343 Literacy Block
ED 361 Special Methods PFE
ART 397 Elementary School Art Methods
ART 398 Secondary School Art Methods
LING 450 Methods of Language Teaching
LING 460 Practicum in TESOL (fall & spring)
MUED 341 Elementary School Music
MUED 342 Secondary School Music
PE 401 Elementary Physical Education
PE 402 Middle and Secondary Physical Ed
THR 370 Elementary School Methods
THR 371 Secondary School Methods

Spring

ED 331-333 Curriculum Block
ED 252 LMA PFE
EDS 331-332 Special Education Block
LING 460 Practicum in TESOL (fall & spring)

Directions for Course Instructors

1. In your syllabus, include a copy of the Profile of Performance evaluation and the following fair notice statement:
“Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”
2. Review the practicum evaluation with the candidates and their practicum teachers.
 - a. Explain how the evaluation will be used for admission decisions
 - b. Explain that the practicum teacher needs to review the evaluation with the candidate and BOTH individuals must sign the form
 - c. Provide the practicum teacher with a postage paid envelope to return the evaluation (located in the education department – contact administrative assistant)
 - d. Communicate the date on which the evaluation is due (no later than December 1 in the fall, and May 1 in the spring)
 - e. In the event of a missing practicum evaluation, the course instructor completes the Profile of Performance practicum evaluation.
3. A spreadsheet template will be sent by email to you near the end of the semester for you to record the Practicum Evaluation scores for each student (see template on pg 2). Please complete the template and return to the education department administrative assistant **no later than** December 1 in the fall, and May 1 in the spring.

Practicum Evaluation Data for Admission to Student Teaching

Course: (ex. ED101 Exploring Teaching)

Semester & Year: (ex. Fall 2011)

Section E: Professionalism

Exemplary = 3; Acceptable = 2; Not Acceptable = 1

Instructions: Score of 3, 2, 1 is recorded per category per student for each criteria.

Minimum required for admission to student teaching: 2 in every category

Candidate	Is responsible and dependable	Shows initiative	Is punctual and regular in attendance	Exhibits the ability to make decisions	Sets appropriate priorities and meets deadlines	Displays mature judgment and self-control	Demonstrates enthusiasm for teaching	Has compassion for students	Dresses appropriately	Demonstrates professional behavior with students and school personnel	Maintains Confidentiality

**Procedures for
*Lesson Plan Evaluation for Admission to Student Teaching***

Description: The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning in field experiences. The instrument also reflects the Education Department's emphasis on the candidate's ability to demonstrate the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time.

Courses using the Lesson Plan Evaluation (When possible the lesson plan used will be the field lesson plan):

ED 331 Math in the Elementary School
ED 333 Social Studies in the Elementary School
EDS 331 Individualized Instruction in the Content Area
EDS 332 Adapting Curriculum for LD, ED & MR
ED 351 General Curriculum & Methods for Middle & Secondary Teaching
ED 371, 372, 373, 374, 375, & 376 Special Methods for Middle & Secondary Teaching
PE 402 Middle & Secondary Physical Education
ART 398 Secondary School Art Methods
MUED 342 Secondary School Music
LING 450 Methods of Language Teaching (TESL)
THR 371 Secondary Theater Methods

The *Lesson Plan Evaluation* standardizes the measure of 4 aspects of lesson planning over the unit's programs: lesson outcome/objectives, aligned assessment, planning for instruction, and differentiation. The *Lesson Plan Evaluation* is used for decision-making for admission to Student Teaching.

Scoring:

Candidates must achieve a score of at least 2.0 on each criterion at least once out of the two lesson plan evaluations completed throughout their program.

A score of less than 2.0 will result in the development of a *Student Growth Plan* to ensure that the pre-service candidate is given opportunity and support for professional growth. The EMU course instructor is responsible for developing the *Student Growth Plan*. In exceptional circumstances (eg. the course instructor is not a department faculty member, the Department Chair may complete the *Student Growth Plan* or appoint the faculty advisor or other department faculty member to do so.

Implementation and Fair Notice:

Data collection officially begins fall 2011. As of 2011-12, the lesson plan evaluation requirement for admission to student teaching will be stated in the teacher education handbook, in course syllabi (for courses using the lesson plan evaluation), in the application for student teaching, and in all parallel documents.

The Lesson Plan Evaluation will be used for admission to student teaching decisions beginning May 2012. To ensure fair practice and opportunity for the candidate, the Lesson Plan Evaluation data will only be used for student teaching decision making if at least two sets of data have been collected by the time the candidate is ready to be admitted to student teaching. By fall 2012 all candidates applying for admission to student teaching should have data from two courses to be used for admission decisions.

Procedures:

4. In August or December:
 - a. A procedures document for using the Lesson Plan Evaluation is distributed to course instructors via email (see attached course instructors document).
 - b. Course instructors place a copy of the lesson plan rubric in the syllabus along with the following fair notice statement:

Statement for 2011-12: "*The lesson plan criteria which includes Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation will be used for admission to student teaching decisions beginning fall 2012.*"

Statement for 2012-13 and beyond: *"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."*

5. Early in the semester, course instructors review the lesson plan rubric with the candidates and highlight the selected rows from the rubric that are used for admission to student teaching decisions.
6. In mid November and mid March:
 - a. The administrative assistant distributes the lesson plan data spreadsheet and procedural instructions to course instructors.
 - b. Course instructors record data on the lesson plan data spreadsheets (see pg. 2 of attached course instructors document) and submit the spreadsheets to the administrative assistant who will record the candidate's scores in EX. Submission of data must be completed by December 1 for fall semester courses and May 1 for spring semester courses.

Lesson Plan Evaluation Procedures for Course Instructors

The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning and the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time. When possible the lesson plan used will be the field lesson plan.

Courses in which the Lesson Plan Evaluation is used for admission decisions:

Fall

ED 351 General Curriculum & Methods for Middle & Secondary Teaching
ED 371, 372, 373, 374, 375 & 376 Special Methods for Middle & Secondary Teaching
ART 398 Secondary School Art Methods
LING 450 Methods of Language Teaching (TESL)
MUED 342 Secondary School Music
PE 402 Middle & Secondary Physical Education
THR 371 Secondary Theater Methods

Spring

ED 331 Math in the Elementary School
ED 333 Social Studies in the Elementary School
EDS 331 Individualized Instruction in the Content Area
EDS 332 Adapting Curriculum for LD, ED & MR

Directions for Course Instructors

1. In your syllabus, include a copy of the Lesson Plan Evaluation and the following fair notice statement:
"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."
2. Review the Lesson Plan Evaluation with the candidates. Explain how the evaluation will be used for admission decisions. Candidates must demonstrate mastery learning until a score of at least a 2.0 on each criterion is achieved.
3. A spreadsheet template will be sent by email to you near the end of the semester for you to record the Practicum Evaluation scores for each student. Please complete the template and return to the education department administrative assistant ***no later than*** December 1 in the fall, and May 1 in the spring.

Lesson Plan Data Spreadsheet Template

Lesson Plan Data for Admission to Student Teaching

Course: *(ex. ED101 Exploring Teaching)*

Semester & Year: *(ex. Fall 2011)*

Instructions: Score of 3, 2, or 1 is recorded per category from each course rubric.

Minimum required for admission to student teaching: 2 in every category

Candidate	Lesson Outcome/Objectives	Aligned Assessment	Differentiation	Planning for Instruction

Problem Solving Process for Concerns Related to the Performance of the Student Teacher/Practicum Student

Step 1 – develop an action plan

The cooperating/practicum teacher, university consultant, and student teacher/practicum student should meet to develop a plan of action that includes:

- the identification of the specific concerns of all participants
- the development of appropriate strategies and evaluation criteria to address those concerns
- the setting of a realistic time line for review of the action plan

The cooperating/practicum teacher and university consultant should keep the building principal, university program coordinator, and Coordinator of Field Placements apprised of these actions as appropriate.

Step 2 – develop a second action plan

If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university consultant should set up a conference with the student teacher/practicum student, cooperating/practicum teacher, and university program coordinator to determine the advisability of:

- developing a second action plan, using the guidelines outlined in the previous section
- recommending termination of the placement
- recommending withdrawal from the teacher education program

The building principal and Coordinator of Field Placements should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the Coordinator of Field Placements may be included in this meeting if appropriate.

Step 3 - Withdrawal from current Student Teaching/Practicum placement

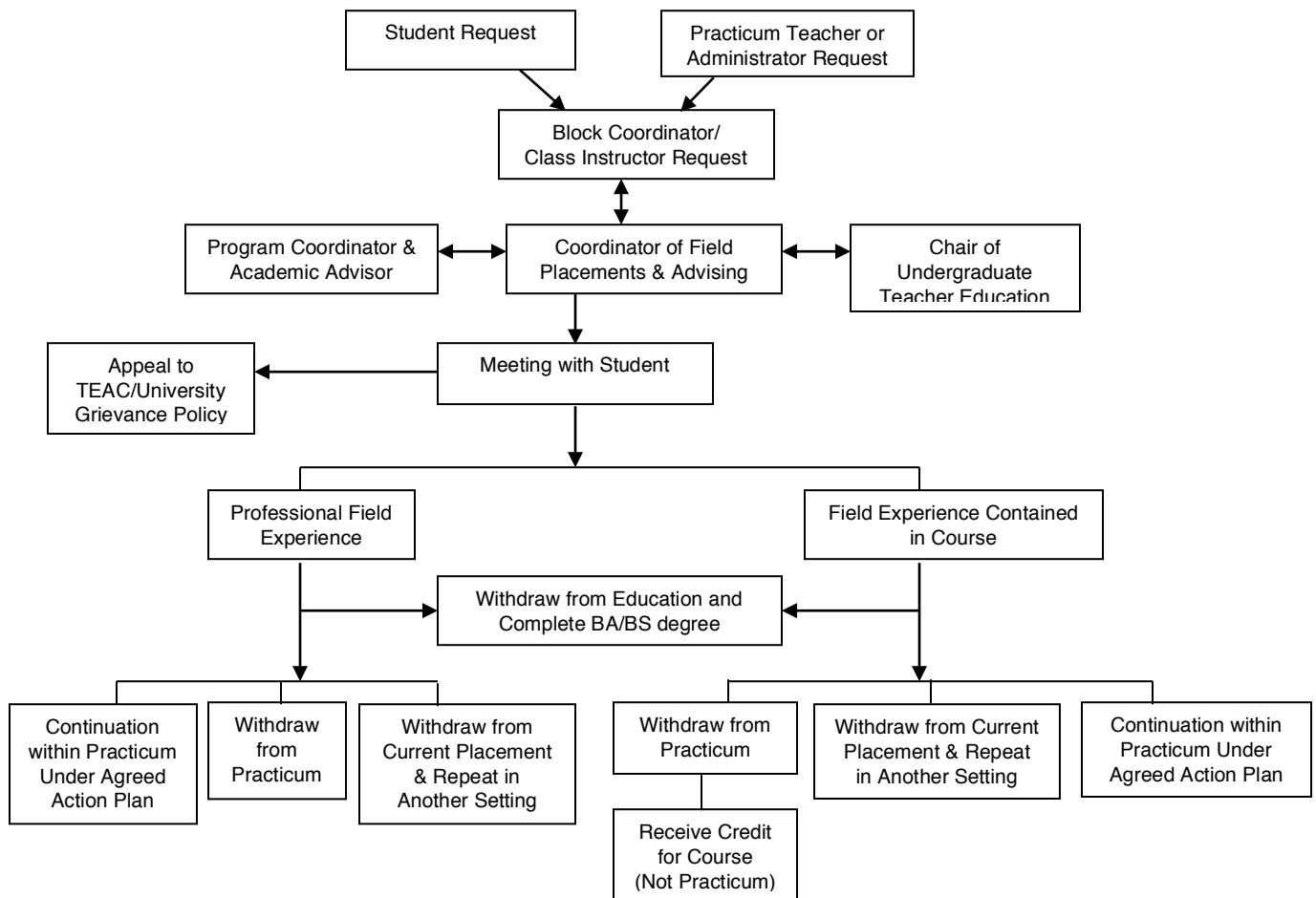
If the recommendation is to terminate the student teaching/practicum placement, the university program coordinator, university consultant, and the university Coordinator of Field Placements will meet to finalize the recommendation and determine the candidate's next steps. The Coordinator of Field Placements will notify all persons involved in the original placement in writing and send a letter of appreciation to the appropriate school division personnel.

If the recommendation is to withdraw the student teacher/practicum student from the teacher education program, the university program coordinator will notify the candidate and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher/practicum student not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.

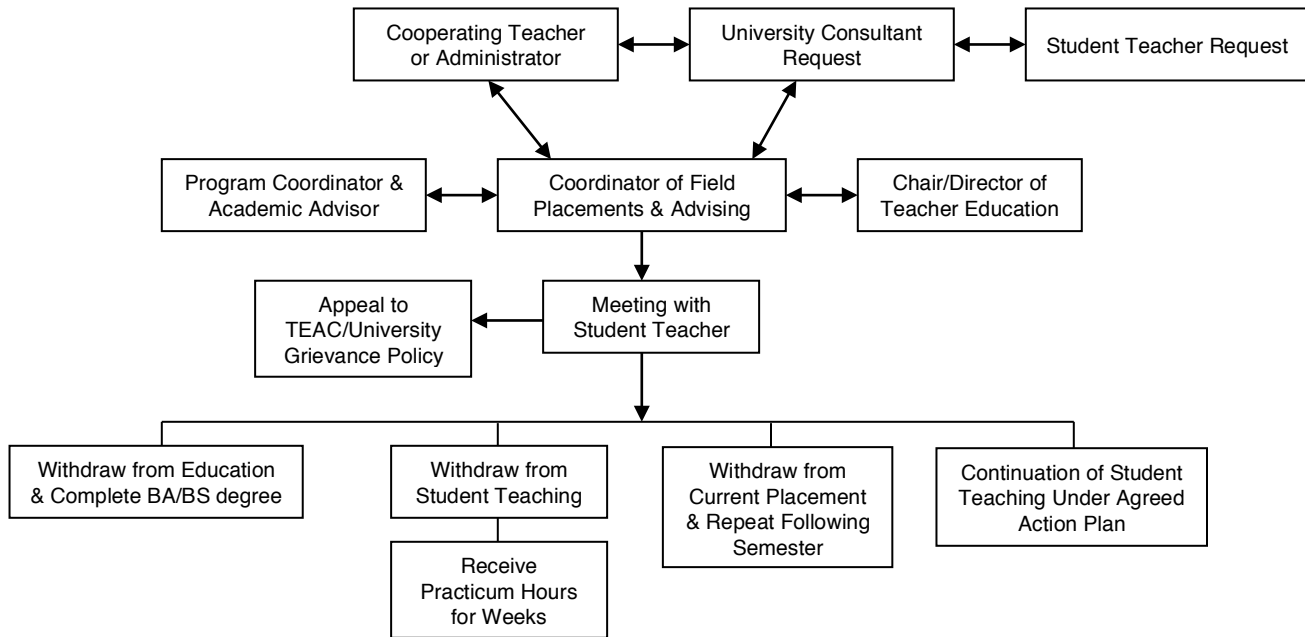
Approved by COTE May 8, 2012

Problem Solving Process for Withdrawal from Practicum Experience



Approved by COTE March 19, 2002

Withdrawal From Student Teaching & Internship



Approved by COTE May 8, 2012

Qualifications of Cooperating and Practicum Teachers

1. A valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment.
2. Three years (minimum) experience as a successful classroom teacher.
3. Recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom
4. A desire, willingness, and ability to work cooperatively with colleagues and student teachers and/or practicum students
5. Skill in effective classroom management techniques
6. Knowledge of school/community relations
7. Strong organizational skills
8. Excellent human relations skills

Qualifications of MidValley Clinical Faculty

1. A valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment.
2. Three years (minimum) experience as a successful classroom teacher.
3. Advanced work in education. (Commitment to life-long learning as evidenced by work towards a master's degree, workshops, college credits, or other types of activities that assist the teacher in increasing his or her knowledge and performance related to the teaching profession.)
4. Recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom.
5. Skill in effective classroom management techniques
6. Knowledge of school/community relations
7. Strong oral and written communication skills.
8. Strong organizational skills.
9. Excellent human relations skills.
10. Experience in working with adults and/or student teachers.
11. A desire, willingness, and ability to work cooperatively with colleagues and student teachers.
12. Willingness to assume a three-year term as a Clinical Faculty, with regular review by the cooperating school divisions and the MidValley Consortium Steering Committee.
13. Willingness to accept one student teacher per year and to attend one or more "refresher" workshops during his/her three-year term.

<http://www.jmu.edu/coe/esc/consortium/ClinicalFacu.shtml#Qualifications>

Qualifications of University Consultants

University Consultants are assigned by the Chair of Undergraduate Teacher Education according to the following principles:

1. P-12 teaching experience in the content or grade level to match the student teaching assignment (if possible)
2. Holds, or has held, a professional teaching license with proper endorsement to match the student teaching assignment (if possible)
3. Doctoral or advanced degree provides expertise in content area of the student teaching assignment
4. Retired K-12 Public School Administrator

Expectations for the University Consultant

The university consultant is directly responsible for each student teacher assigned. The university consultant's job is to keep in close touch with the progress of the student, and to insure that the student teaching experience is a successful one. More specifically, the responsibilities of the university consultant include:

1. Attend the Cooperating Teachers Dinner, the Student Teaching Celebration Breakfast, and in-service sessions as planned on student teacher supervision.
2. Keep channels of communication open with all key persons relating to the student teaching experience.
3. Visit the student teacher in his/her classroom at least five times during the seven-week placement.
4. Hold a two-way conference with the student teacher following each formal lesson evaluation (this may occur on site or on campus).
5. Hold a minimum of two three-way conferences with the student teacher and the cooperating teacher during each seven-week placement.
6. Give feedback based on weekly reports and observations and make specific recommendations for improvement, especially in such areas as (a) lesson plans, (b) assessment of student learning, (c) differentiation of instruction, (d) classroom management, and (e) development of the student teacher's personal teaching style.
7. Examine and discuss lesson plans, Documentation of Student Learning, and keeping of records.
8. Complete the midterm and final evaluation of each student teacher and assist in bringing satisfactory closure to the total experience.
9. Collect all student teaching paper work (clinical faculty and university consultant lesson observation forms, weekly progress reports, weekly hour report forms, and cooperating teacher and university consultant midterm and final evaluations) and submit to the administrative assistant at the conclusion of each seven-week placement.
10. Serve as contact person for the student teacher when questions arise related to absences or other irregularities or emergencies.
11. Complete an evaluation of each cooperating teacher.
12. Enter data into the EMU Portfolio system, as applicable.

Expectations for the Cooperating Teacher and Clinical Faculty Teacher

Having a student teacher can strengthen classroom learning. Since two heads can be better than one, two teachers planning and teaching together will benefit students in significant ways.

Recent research indicates that in today's classroom pupils benefit significantly when co-teaching becomes a significant dimension of the cooperating teacher-student teacher professional relationship. Perl (1999) defines co-teaching as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space. With co-teaching, the amount of time the student teacher is left totally alone is reduced. Perl recommends that as a general rule of thumb the student teacher should be left alone to work with full class instruction about 15% to 20% of the time.

Having a student teacher also brings personal satisfaction to the supervising teacher. To have shared in the making of a capable and responsible member of the teaching profession is indeed a great reward.

Cooperating teachers play a crucial role in the student teaching program. They are key persons from beginning to end. Suggestions for carrying out this function follow:

Orienting the Student Teacher

1. Speak of the EMU student as a colleague rather than as a student teacher, but do not oversell your student teacher so that the student teacher finds it hard to live up to the pupils' expectations.
2. If possible, have a desk or table placed in the classroom for the student teacher's use. A "home base" for keeping materials is important.
3. You may want to have the pupils plan how they may help to orient the "assisting teacher" to the classroom and to the school.
4. Confer with your principal regarding a schedule of activities for the student teacher as appropriate in your school.
5. Assemble a packet of materials which describe the school situation: faculty and student handbooks, releases from the administrative office, school calendar, floor plan of the building, description of grading system, fire drill procedures, etc.
6. Have available copies of textbooks, lesson plan book, and grade book for the student teacher's use.
7. Help fellow teachers and parents to develop a favorable attitude toward the student teacher and the student teaching program. You may wish to send a form letter to parents, preparing them for the arrival of the student teacher.
8. Plan for systematic supervision and continuous evaluation using formal and informal approaches.

The Student Teacher's First Day

You may not notice it, but the day your student teacher arrives in your school, the student's knees will be shaking. The student teacher needs security!

1. Welcome them and help them to relax through friendly conversational interchange.
2. Introduce the student teacher to your pupils and other members of the school staff (including cooks and custodians).

3. Take time during the day to talk with your student teacher about your expectations during the next weeks: schedules, material to be covered, lesson plans, school and classroom routines, tasks to be completed, etc. This would be a good time to give your student teacher the orientation materials you have prepared.
4. Clarify expectations for the student teacher at the outset of the experience. Regular informal and structured talks concerning plans and progress are necessary if the student teacher is to be successful.

Busy Weeks for Professional Maturing

Your goal as a cooperating teacher is to provide enough experiences during student teaching to allow the student teacher to "get the feel of the classroom." That's a difficult task, even though you are an experienced teacher, but that should be the direction of your efforts.

Since the performance of student teachers varies, we cannot expect them to be equally able at the end of the experience. Some will attain a polished and distinguished level, while others will perform at proficient and acceptable levels. We look for growth and maturation, plus a level of competence that makes it reasonably certain that each one will succeed in the classroom.

The student teaching experience seeks to develop teaching competence through four primary techniques. They are observation, co-teaching, responsible teaching, and conference. The first three of these phases are not mutually exclusive, nor must one phase be completed before another begins. (Your student teacher will have had experiences in observation and in participation before coming to you.)

A. Observation

During this phase, the student teacher should get acquainted with the school. Your student teacher needs to be guided in what to look for. The student teacher should become acquainted with:

- Your teaching methods
- The classroom organization and management
- Characteristics of pupils in general and individually
- Instructional materials
- Means of providing for individual differences
- The program of extracurricular activities
- The administrative regulations and the school organization
- Cumulative records of pupils
- Professional activities of the school staff
- The philosophy and objectives of the school
- The procedures used by other teachers through occasional visits to their rooms

Ease your student teacher into classroom teaching responsibilities. Make sure your "co-teacher" has had an opportunity to learn the pupils' names, observe the organizational planning which you use with the subject, and make careful plans for teaching which you have approved.

B. Participation and Co-Teaching

The student teacher should gradually assume the duties of the regular teacher. The rate at which these responsibilities are assumed will be up to you and the student teacher. The concern of the university is that responsibilities be progressive in proportion to capacity and readiness. Most student teachers should be ready for some responsible teaching by the second week. Some will be ready toward the end of the first week. By participating in the class activities the student teacher should:

- Get to know the subject matter and select materials for instruction
- Understand the need for punctuality and for being in the classroom before the students arrive
- Accept responsibility for order and proper conduct of pupils in the classroom before the students arrive
- Handle routine jobs such as adjusting shades, checking ventilation, erasing blackboards, taking roll, distributing materials, collecting papers
- Develop the ability to share in the teaching activity by making assignments and announcements, putting items on chalk/bulletin boards, and assisting pupils having difficulties

During this time you might give your student teacher additional practice by requiring some lesson plans that you will evaluate.

Friend and Cook (1996) advocate various forms of co-teaching including the following: (1) *One teach, One drift*--one teacher does the teaching while the other assists students; (2) *Parallel Teaching*--the classroom is split in half and both instructors teach the same information at the same time; (3) *Alternative Teaching*--one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom; (4) *Station Teaching*-- both teachers facilitate various teaching stations in the classroom; (5) *Team Teaching*--two teachers serve as one with both teachers engaging in conversation without lecture.

C. Responsible Teaching

This is the goal toward which all other student teaching experiences are pointed. Your "co-teacher" should be inducted into teaching gradually, adding classes as s/he can carry them successfully. During this time it is appropriate for the cooperating teacher to become an "assistant" and place the responsibility for planning and leading with the student teacher. It is desirable for the student teacher to assume leadership responsibility for **all** classes for a minimum of three weeks for a seven-week placement.

The following suggestions apply to this phase of the student teacher's experience:

- Preplan by making out a calendar of teaching responsibilities for the entire semester.
- Radiate cooperation, guidance, and professional behavior in order to instill such behavior in the student teacher.
- Give the student teacher encouragement to develop new ideas and to put them into practice. Foster self-confidence as sincerely and as often as possible.
- Insist that a thorough plan be made for the teaching activity--more detailed at first, less detailed later.

- Help the student teacher to put variety into lesson plans. Depending upon individual styles of the student teacher, your suggestions may have to be more or less directive.
- Get the student teacher involved in classroom activities early in the experience. Help the student teacher to anticipate discipline problems and to guide pupils in self-discipline.
- Don't hesitate to leave the classroom for short periods of 10-15 minutes at first, depending upon the capabilities of the student teacher.
- Develop co-teaching strategies as appropriate.

D. Conferences

It is in the conference sessions that the student teacher is helped to understand the dynamics of the classroom situation. In order to provide an opportunity for self-evaluation, professional growth, and a sense of security, your "co-teacher" needs frequent occasions to talk about observations and experiences.

We recommend brief daily and/or longer weekly conferences. This is your opportunity for cooperative planning. Criticize positively and in the spirit of sharing. **Please be straightforward.**

In addition to the conferences that you will arrange with your student teacher, the university consultant will have group and/or individual conferences with the student teacher.

E. Reporting: The evaluation forms are also available online:

<http://www.emu.edu/education/st-forms/>

Student Teaching Document Reporting Procedures

Document	Completed By	Submitted By
Weekly Progress Report	Student Teacher and Cooperating Teacher/Clinical Faculty Teacher	Cooperating Teacher/Clinical Faculty Teacher via email
Observation of Classroom Teaching	<i>Clinical Faculty Teacher:</i> 5 formal lesson evaluations <i>University Consultant:</i> 2+ formal lesson evaluations and 3-way conferences	Clinical Faculty Teacher University Consultant
	<i>Cooperating Teacher:</i> 2 formal lesson evaluations <i>University Consultant:</i> 5 formal lesson evaluations and 3-way conferences	Cooperating Teacher University Consultant
Mid Term Assessment of Student Teaching	Cooperating Teacher/Clinical Faculty Teacher and University Consultant	Cooperating Teacher/Clinical Faculty Teacher and University Consultant
Final Assessment of Student Teaching	Cooperating Teacher/Clinical Faculty Teacher and University Consultant	Cooperating Teacher/Clinical Faculty Teacher and University Consultant

F. Additional Information

1. In case of an emergency or serious problem, call the Coordinator of Field Placements at (540) 432-4142. In case of illness, student teachers are responsible for contacting both the EMU education department and the school where student teaching is taking place.
2. The student teacher is not to be absent from his/her assignment for any reason whatsoever except in cases of personal illness or death in the immediate family. Report any deviations in attendance immediately to the university consultant.
3. A student teacher may not receive payment for student teaching. The student teacher must be under the supervision of a licensed teacher at all times.
4. Have your student teacher participate in as many extra-classroom professional activities as possible: a visit to a pupil's home, observation of parent-teacher conferences, and attendance at faculty meetings, PTA, education association meetings, etc.
5. The student teacher should be able to use school equipment such as the copy machine and computers.

**PROFILE OF PERFORMANCE: EXPLORING TEACHING
EXPLORATORY FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Practicum Student _____ **School** _____

Classroom Teacher _____ **Subject / Grade Levels** _____

Attendance Record: ____ 1st Week ____ 2nd Week ____ 3rd Week ____ 4th Week

E: Professionalism	observed	needs improvement	not observed
• Is responsible and dependable			
• Shows initiative			
• Is punctual and regular in attendance			
• Demonstrates enthusiasm for teaching			
• Has compassion for students			
• Dresses appropriately			
• Demonstrates professional behavior with students and school personnel			
• Displays mature judgment and self control			

Comment briefly on your impressions of the probability of this student's success as a professional teacher. What areas of strength or weakness did you observe?

Classroom Teacher Signature

Date

Mail to EMU Education Department upon completion of the practicum experience. **This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.**



PROFILE OF PERFORMANCE:
ED 321 Management and Organization of Early/Primary Education

Practicum Student _____ **School** _____

Classroom Teacher _____

Grade Level (Age Group)/Dates of Attendance _____

C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				
E: Professionalism	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

(see reverse)

What particular strengths did you notice in this student?

What weaknesses or areas for growth did you observe?

Please address any areas that receive a not acceptable rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.



PROFILE OF PERFORMANCE: ED 331-333 CURRICULUM BLOCK

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that receive a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching

LESSON OBSERVATION: Curriculum Block

Candidate _____

Field School Teacher _____ **School:** **JCMES** **LEES**

Subject: **Math** **Science** **Social Studies** **Grade Level** _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations	Unable to Observe
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION				
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING				
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Cooperating Teacher, Colleagues, And/Or Research) To Improve Instruction				

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Candidate

Date EMU Professor

Date

Curriculum Block PFE Record of Hours

Week of:	Weekly Hours	Brief Description of Weekly Activities
March 1-3 (Note: There is no reflection due this week).		
March 15-18		
March 22-25		
April 5-8		
April 12-15		
April 19-21		
Total Hours:		



PROFILE OF PERFORMANCE: ED 343 LITERACY BLOCK

Practicum Student _____ School _____

Classroom Teacher _____ EMU Course _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that receive a "not acceptable" rating and provide specifics for your concerns.

Candidate

Date

Field School Teacher

Date

Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



PROFILE OF PERFORMANCE: EDS 331-333 SPECIAL EDUCATION BLOCK

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
CEC 4, 7. Individualizes instruction according to student need.				
CEC 7 Uses task analysis to maximize learning.				
CEC 10 Collaborates for assessing student needs and for planning and instruction.				

D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				
E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching

LESSON OBSERVATION: SPED Block

Practicum Student _____

Field School Teacher _____ **School:** _____ **Grade Level** _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations	Unable to Observe
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Basic Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION				
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear Learning Outcomes That Are Appropriate For Student				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING				
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Cooperating Teacher, Colleagues, And/Or Research) To Improve Instruction				

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Practicum Student

Date

EMU Professor

Date



**EDS 351 INTERVENTION STRATEGIES
PROFILE OF PERFORMANCE:
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____ School _____ Grade/Subject _____

Practicum Teacher _____ Dates of Attendance _____

A. CONTENT KNOWLEDGE	Observed	Needs Improvement	Not observed
A1. Demonstrates an understanding of appropriate content standards (sol/professional standards (CEC 7)			
B: PREPARATION FOR INSTRUCTION			
B1. Is familiar with relevant aspects of students' background knowledge, experiences, skills, and abilities. (CEC 2,3,7)			
B2. Plans address the unique characteristics of individual students (i.e. tag/gt, esl, special needs, among others) (CEC 3,4,5,7)			
B3. Formulates clear learning outcomes that are appropriate for students (CEC 3,7)			
B4. Plans appropriate methods to meet the learning outcomes (i.e. Technology, cooperative learning, etc) (CEC 4,5)			
B5. Plans assessments of learning outcomes (CEC 7,8)			
C. INSTRUCTIONAL PERFORMANCE			
C1. Establishes a safe physical and psychological environment. (CEC 2,5)			
C2. Creates a climate of fairness and respect. (CEC 5,9)			
C3. Maintains consistent standards for positive classroom behavior (CEC 4,5,7)			
C4. Makes procedures and outcomes clear to students (CEC 4,5,7)			
C5. Presents content accurately and effectively (technology). (CEC 4,7)			
C7. Provides appropriate accommodations for diverse learners (CEC 4,5,6)			
C8. Provides opportunities for content application (CEC 4,5)			
C9. Checks for understanding using a variety of formal or informal assessment techniques (CEC 8)			
C10. Uses instructional time effectively (CEC 5,7)			
CEC4, 7. Individualizes instruction and uses task analysis to maximize learning.			
D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING			
D1. Provides specific evidence to document student learning (CEC 8)			
D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction (CEC 7,9,10)			

E. PROFESSIONALISM (CEC 9)

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)

- | | |
|---|---|
| ☐ Is responsible and dependable | ☐ Demonstrates enthusiasm for teaching |
| ☐ Shows initiative | ☐ Has compassion for students |
| ☐ Is punctual and regular in attendance | ☐ Dresses appropriately |
| ☐ Exhibits the ability to make decisions | ☐ Demonstrates professional behavior with students, families, and school personnel |
| ☐ Sets appropriate priorities and meet deadlines | ☐ Maintains confidentiality |
| ☐ Displays mature judgment and self-control | |

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth:

“Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection”

Dispositions:

Instructions: Please rate the **consistency** and **quality** of the candidate’s ability to demonstrate each disposition.

Responsibility	Exemplary	Competent	Unacceptable
1. Is punctual and consistent in attendance	3	2	1
2. Sets appropriate priorities and meets deadlines	3	2	1
3. Presents a positive outlook	3	2	1
4. Demonstrates mature judgment and regulates emotions	3	2	1
5. Takes responsibilities for actions	3	2	1
Relationships			
1. Listens actively to others	3	2	1
2. Demonstrates compassion and empathy towards others	3	2	1
3. Promotes justice in relationships	3	2	1
4. Willing to work with persons from a variety of perspectives and cultural/ethnic groups	3	2	1
5. Develops collaborative, positive relationships with peers and supervisors	3	2	1
Scholarship and Inquiry			
1. Demonstrates curiosity/enthusiasm about learning	3	2	1
2. Asks pertinent questions	3	2	1
3. Applies knowledge in new settings or across settings	3	2	1
4. Analyzes and evaluates information across contexts	3	2	1
5. Considers issues from multiple perspectives	3	2	1
Reflective Action			
1. Responds well to criticism or suggestions	3	2	1
2. Applies feedback to personal and professional growth	3	2	1
3. Demonstrates a sound decision-making process using self-reflection as well as other inputs	3	2	1
4. Self-assesses, evaluates progress, sets realistic goals	3	2	1

Suggestions for Continuing Professional Development: Areas of Strength and Growth

Candidate	Date	Practicum Teacher	Date
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Mail to EMU Education Department upon completion of the practicum experience. This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.

**PROFILE OF PERFORMANCE: EDS 371 Evaluation &
Placement of Special Education Students Field Experience
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Practicum Student _____ **School** _____

Classroom Teacher _____ **Subject / Grade Levels** _____

E: Professionalism	observed	needs improvement	not observed
• Is responsible and dependable			
• Shows initiative			
• Is punctual and regular in attendance			
• Demonstrates enthusiasm for teaching			
• Has compassion for students			
• Dresses appropriately			
• Demonstrates professional behavior with students and school personnel			
• Displays mature judgment and self control			

Comment briefly on your impressions of the probability of this student's success as a professional teacher. What areas of strength or weakness did you observe?

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department upon completion of the practicum experience. **This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.**

(over)

Time Log (20 hours minimum)

[illegible]

PROFILE OF SPECIAL EDUCATION PFE PERFORMANCE
EDS 381
A CONTINUUM OF PROFESSIONAL DEVELOPMENT

EMU Candidate _____ School _____

Evaluation Completed by Field School Teacher _____ Month/Year: _____

Subjects / Grade Levels / Dates of Attendance _____

A: Content Knowledge	Exemplary	Competent	Does Not Meet Expectations
A1. Demonstrates a beginning understanding of appropriate content standards (SOL/Professional Standards)			
C: Instructional Performance			
C1. Establishes a safe physical and psychological environments			
C2. Creates a climate of fairness and respect			
C6. Models appropriate language usage			
CEC 4, 7. Demonstrates beginning knowledge of strategies that individualize instruction according to student need.			
CEC 10 Collaborates for assessing student needs and for planning (as appropriate within the practicum setting); maintains professional relationships with colleagues.			
D: Reflection and Evaluation – Impact on Student Learning			
D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction			

E. PROFESSIONALISM

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)

___ Is responsible and dependable

___ Shows initiative

___ Is punctual and regular in attendance

___ Exhibits the ability to make decisions

___ Sets appropriate priorities and meet deadlines

___ Demonstrates enthusiasm for teaching

___ Has compassion for students

___ Dresses appropriately

___ Demonstrates professional behavior with students, families, and school personnel

___ Displays mature judgment and self-control

___ Maintains confidentiality

Teacher/Evaluator Initials: _____ (Please complete page 2.)

“Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection”

Dispositions:

Instructions: Please rate the **consistency** and **quality** of the candidate’s ability to demonstrate each disposition.

Responsibility	Exemplary	Competent	Unacceptable
1. Is punctual and consistent in attendance	3	2	1
2. Sets appropriate priorities and meets deadlines	3	2	1
3. Presents a positive outlook	3	2	1
4. Demonstrates mature judgment and regulates emotions	3	2	1
5. Takes responsibilities for actions	3	2	1
Relationships			
1. Listens actively to others	3	2	1
2. Demonstrates compassion and empathy towards others	3	2	1
3. Promotes justice in relationships	3	2	1
4. Willing to work with persons from a variety of perspectives and cultural/ethnic groups	3	2	1
5. Develops collaborative, positive relationships with peers and supervisors	3	2	1
Scholarship and Inquiry			
1. Demonstrates curiosity/enthusiasm about learning	3	2	1
2. Asks pertinent questions	3	2	1
3. Applies knowledge in new settings or across settings	3	2	1
4. Analyzes and evaluates information across contexts	3	2	1
5. Considers issues from multiple perspectives	3	2	1
Reflective Action			
1. Responds well to criticism or suggestions	3	2	1
2. Applies feedback to personal and professional growth	3	2	1
3. Demonstrates a sound decision-making process using self-reflection as well as other inputs	3	2	1
4. Self-assesses, evaluates progress, sets realistic goals	3	2	1

Suggestions for Continuing Professional Development: Areas of Strength and Growth

EMU Teacher Candidate	Date	Practicum Teacher	Date
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Mail to EMU Education Department upon completion of the practicum experience. This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice. It is advised that you make a photocopy prior to mailing, in case the original becomes lost in the post.



**PROFILE OF SPECIAL EDUCATION PFE PERFORMANCE:
EDS 381
Self evaluation May 2013
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____ School _____

Field School Teacher _____ Subjects / Grade Levels / Dates of Attendance _____

A: Content Knowledge	Exemplary	Competent	Does Not Meet Expectations
A1. Demonstrates a beginning understanding of appropriate content standards (SOL/Professional Standards)			
C: Instructional Performance			
C1. Establishes a safe physical and psychological environments			
C2. Creates a climate of fairness and respect			
C6. Models appropriate language usage			
CEC 4, 7. Demonstrates beginning knowledge of strategies that individualize instruction according to student need.			
CEC 10 Collaborates for assessing student needs and for planning (as appropriate within the practicum setting); maintains professional relationships with colleagues.			
D: Reflection and Evaluation – Impact on Student Learning			
D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction			

E. PROFESSIONALISM

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)

- ___ Is responsible and dependable
- ___ Shows initiative
- ___ Is punctual and regular in attendance
- ___ Exhibits the ability to make decisions
- ___ Sets appropriate priorities and meet deadlines
- ___ Demonstrates enthusiasm for teaching
- ___ Has compassion for students
- ___ Dresses appropriately
- ___ Demonstrates professional behavior with students, families, and school personnel
- ___ Displays mature judgment and self-control
- ___ Maintains confidentiality

“Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection”

Dispositions:

Instructions: Please rate the **consistency** and **quality** of the candidate’s ability to demonstrate each disposition.

Responsibility	Exemplary	Competent	Unacceptable
6. Is punctual and consistent in attendance	3	2	1
7. Sets appropriate priorities and meets deadlines	3	2	1
8. Presents a positive outlook	3	2	1
9. Demonstrates mature judgment and regulates emotions	3	2	1
10. Takes responsibilities for actions	3	2	1
Relationships			
6. Listens actively to others	3	2	1
7. Demonstrates compassion and empathy towards others	3	2	1
8. Promotes justice in relationships	3	2	1
9. Willing to work with persons from a variety of perspectives and cultural/ethnic groups	3	2	1
10. Develops collaborative, positive relationships with peers and supervisors	3	2	1
Scholarship and Inquiry			
6. Demonstrates curiosity/enthusiasm about learning	3	2	1
7. Asks pertinent questions	3	2	1
8. Applies knowledge in new settings or across settings	3	2	1
9. Analyzes and evaluates information across contexts	3	2	1
10. Considers issues from multiple perspectives	3	2	1
Reflective Action			
5. Responds well to criticism or suggestions	3	2	1
6. Applies feedback to personal and professional growth	3	2	1
7. Demonstrates a sound decision-making process using self-reflection as well as other inputs	3	2	1
8. Self-assesses, evaluates progress, sets realistic goals	3	2	1

Suggestions for My Continuing Professional Development: Areas of Strength and Growth

Candidate _____ Date _____



PROFILE OF PERFORMANCE: ED 252 Learning, Motivation, & Assessment

Practicum Student _____ School _____

Classroom Teacher _____ EMU Course _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching

LMA PFE Record of Hours/Activities

PFE Date	Brief Description of Activities	Hours
		Total Hours:



PROFILE OF PERFORMANCE: **ED 361 SPECIAL METHODS PFE**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching

EASTERN MENNONITE UNIVERSITY

Practicum Student (print name) _____

Practicum Field School Teacher _____

School _____

**ED 361 Special Methods PFE
Record of Hours**

Date of Classroom Visit	Hours	Brief Description of Activities
Total Hours:		



PROFILE OF PERFORMANCE: **ED 391 Middle School Curriculum and Organization**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher
	Date	

Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.



PROFILE OF PERFORMANCE: ART 397 ELEMENTARY SCHOOL ART

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

- Criteria for Admission to Student Teaching

**PROFILE OF PERFORMANCE:
ART 398 SECONDARY SCHOOL ART**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate

Date

Field School Teacher

Date

Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



PROFILE OF PERFORMANCE:
LING 450 METHODS OF LANGUAGE TEACHING

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/OR Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a 1.0/not acceptable rating and provide specifics for your concerns.

Candidate

Date

Field School Teacher

Date

Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching

EMU – LING 450
Log for Observations and Tutoring

Your name: _____

Date	Time in/ time out	School/Agency	Grade/class	Teacher
Obsrv				
Total hrs.				
Tutor				
Total hrs.				

Thank you for assisting EMU by keeping an accurate record of your service hours. Please return this record to me at the end of the semester so that I can give you credit for your work. Information about your hours and place of service will be reported to the dean's office.



**PROFILE OF PERFORMANCE:
LING 460 PRACTICUM IN TESOL**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



PROFILE OF PERFORMANCE: **MUED 341 ELEMENTARY SCHOOL MUSIC**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



PROFILE OF PERFORMANCE: MUED 342 SECONDARY SCHOOL MUSIC

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



**PROFILE OF PERFORMANCE: Adapted Physical Education
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Practicum Student _____ **School** _____

Adapted Physical Education Teacher _____ **Grade Level** _____

E: Professionalism	observed	needs improvement	not observed
• Is responsible and dependable			
• Shows initiative			
• Is punctual and regular in attendance			
• Demonstrates enthusiasm for teaching			
• Has compassion for students			
• Dresses appropriately			
• Demonstrates professional behavior with students and school personnel			
• Displays mature judgment and self control			

Comment briefly on your impressions of the probability of this student's success as a professional teacher. What areas of strength or weakness did you observe?

Adapted Physical Education Teacher Signature

Date

Mail to EMU Education Department upon completion of the practicum experience. **This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.**



**PROFILE OF PERFORMANCE:
PE 401 ELEMENTARY PHYSICAL EDUCATION**

Practicum Student _____ **School** _____

Classroom Teacher _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



PROFILE OF PERFORMANCE:
PE 402 MIDDLE AND SECONDARY PHYSICAL EDUCATION

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a "not acceptable" rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching



**Opening School Experience
Student Evaluation**
Education Department

Name of Student: _____

Name of School: _____ Dates Student Was Present: _____

*Please check **all** personal or professional behaviors that apply.*

- ___ Is responsible and dependable
- ___ Shows initiative
- ___ Is punctual and regular in attendance
- ___ Exhibits the ability to make decisions
- ___ Demonstrates enthusiasm for teaching
- ___ Has compassion for students
- ___ Dresses appropriately
- ___ Demonstrates professional behavior with students, families, and school personnel
- ___ Displays mature judgment and self-control
- ___ Maintains confidentiality

What particular strengths did you notice in this student?

What weaknesses did you observe?

On the basis of this very brief relationship, what suggestions do you have in order for this student to be successful in student teaching?

Other remarks:

Signature-Cooperating Teacher

Please Return This Copy to the Education Department at EMU, 1200 Park Rd, Harrisonburg, VA 22802 (use the envelope provided) by September 2, 2011. *Thank you for sharing with us in this professional experience.*



Assessment of student Teaching

PROFILE OF STUDENT TEACHING PERFORMANCE:

A CONTINUUM OF PROFESSIONAL DEVELOPMENT

The cooperating teacher and university consultant should each complete this form at the midpoint and the final week of student teaching/internship and provide copies for each other. Originals should be sent to the Education Department, EMU, 1200 Park Rd, Harrisonburg, VA 22802-2462.			
Student Teacher:		Cooperating Teacher:	
School:	School Division:	Grade/Subject:	
Please check the appropriate boxes: Year: _____ Block: __ 1 (Sept.-Oct) __ 2 (Nov-Dec) __ 3 (Jan-Feb) __ 4 (Mar-Apr)			
Please check one: __ Midterm Evaluation __ Final Evaluation		Please check one: __ Cooperating Teacher __ University Consultant	

A. KNOWLEDGE OF CONTENT The student teacher...

A1: DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS)	3.0 ☐
3.0 explicitly references AND clearly aligns appropriate content standards with planned activities and assessments.	2.5 ☐
2.0 explicitly references appropriate content standards in daily plans.	2.0 ☐
1.5 ☐	1.5 ☐
1.0 inaccurately and vaguely references OR does not reference appropriate content standards.	1.0 ☐

A2. IDENTIFIES KEY PRINCIPLES AND CONCEPTS OF SUBJECT MATTER	3.0 ☐
3.0 clearly identifies key principles and concepts in daily plans AND effectively uses them to organize instruction, develop learning activities, or assess student work.	2.5 ☐
2.0 clearly identifies key principles and concepts in the student teacher's daily plans.	2.0 ☐
1.5 ☐	1.5 ☐
1.0 inaccurately and unclearly identifies OR does not identify key principles and concepts in daily plans.	1.0 ☐

A3. USES EXAMPLES TO SUPPORT BASIC PRINCIPLES OF CONTENT	3.0 ☐
3.0 uses appropriate AND varied examples to illustrate basic content principles.	2.5 ☐
2.0 uses some appropriate examples to illustrate basic content principles.	2.0 ☐
1.5 ☐	1.5 ☐
1.0 uses inappropriate examples OR no examples to illustrate basic content principles.	1.0 ☐

A4. LINKS CONTENT TO STUDENTS' PRIOR EXPERIENCES AND TO RELATED SUBJECT AREAS	3.0 ☐
3.0 references content to both the students' prior experiences AND related subject areas.	2.5 ☐
2.0 references content to EITHER the students' prior experiences OR related subject areas.	2.0 ☐
1.5 ☐	1.5 ☐
1.0 references content to NEITHER the students' prior experiences NOR related subject areas.	1.0 ☐

B. PREPARATION FOR INSTRUCTION The student teacher ...

B1. IS FAMILIAR WITH RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE AND SKILLS	3.0 ☐
3.0 demonstrates detailed understanding of the background, experiences, and skill level of all students in the class.	2.5 ☐
2.0 demonstrates basic understanding of the background, experiences, and skill level of most students in the class.	2.0 ☐
1.5 ☐	1.5 ☐
1.0 demonstrates limited understanding of the background, experiences, and skill level of most students in the class.	1.0 ☐

B2. PLANS FOR THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (I.E. TAG/GT, ESL, SPECIAL NEEDS, AMONG OTHERS)	
3.0 effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class.	3.0 ☐
plans to differentiate instruction based on the varying needs of some individuals in the class.	2.5 ☐
1.0 does not attempt to differentiate instruction based on the varying needs of individuals in the class.	2.0 ☐
	1.5 ☐
	1.0 ☐

B3. FORMULATES CLEAR AND APPROPRIATE LEARNING OUTCOMES	
3.0 develops differentiated learning outcomes AND states these clearly on the lesson plan.	3.0 ☐
2.0 develops appropriate learning outcomes for the class AND states these clearly on the lesson plan.	2.5 ☐
1.0 develops inappropriate learning outcomes OR fails to state appropriate outcomes clearly on the lesson plan.	2.0 ☐
	1.5 ☐
	1.0 ☐

B4. PLANS APPROPRIATE METHODS TO MEET THE LEARNING OUTCOMES (I.E. TECHNOLOGY, COOPERATIVE LEARNING, ETC)	
3.0 plans appropriate AND varied methods, activities, and technology to support student learning.	3.0 ☐
2.0 plans appropriate methods, activities, and technology to support student learning.	2.5 ☐
1.0 plans inappropriate methods, activities, or technology to support student learning.	2.0 ☐
	1.5 ☐
	1.0 ☐

B5. PLANS ASSESSMENTS OF LEARNING OUTCOMES	
3.0 plans appropriate assessments AND can articulate ways assessments should impact future learning activities.	3.0 ☐
2.0 plans appropriate assessments that are linked to learning outcomes.	2.5 ☐
1.0 does not include assessments in the lesson plan OR includes assessments that are inappropriate.	2.0 ☐
	1.5 ☐
	1.0 ☐

C. INSTRUCTIONAL PERFORMANCE The student teacher...

C1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT	
3.0 creates a physically and psychologically safe environment AND can explain the purpose for these choices.	3.0 ☐
2.0 plans for the physical and psychological safety of students.	2.5 ☐
1.0 does not consider the physical and psychological safety of students.	2.0 ☐
	1.5 ☐
	1.0 ☐

C2. CREATES A CLIMATE OF FAIRNESS AND RESPECT	
3.0 actively encourages fairness and respect among students AND creates a climate that provides access to appropriate learning opportunities for all students.	3.0 ☐
2.0 treats students fairly and respectfully.	2.5 ☐
1.0 does not treat students fairly and respectfully OR allows the climate to interfere with access to appropriate learning opportunities for all students.	2.0 ☐
	1.5 ☐
	1.0 ☐

C3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR	
3.0 demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior.	3.0 ☐
2.0 effectively and consistently responds to students' needs and behavior.	2.5 ☐
1.0 is unable to effectively and consistently respond to students' needs and behavior.	2.0 ☐
	1.5 ☐
	1.0 ☐

C4. MAKES PROCEDURES AND OUTCOMES CLEAR TO STUDENTS		
3.0 ensures that all students understand the learning objectives and can carry out the procedures for instructional activities.		3.0 ☐
provides students with clear, accurate information about the learning objectives and procedures for instructional activities.		2.5 ☐
		2.0 ☐
		1.5 ☐
1.0 presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.		1.0 ☐

C5. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY		
3.0 uses effective content delivery strategies, makes content relevant to students' prior experiences, and uses technology appropriately for presentation of content.		3.0 ☐
		2.5 ☐
2.0 uses effective strategies to present content to students.		2.0 ☐
		1.5 ☐
1.0 does not use strategies effectively to present content to students.		1.0 ☐

C6. MODELS APPROPRIATE LANGUAGE USAGE		
3.0 uses standard English in speech and writing while respecting students' cultural and dialectical differences.		3.0 ☐
		2.5 ☐
2.0 uses standard English in speech and writing.		2.0 ☐
		1.5 ☐
1.0 does not use standard English in speech or writing.		1.0 ☐

C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS		
3.0 effectively differentiates instruction based on the varying needs of the majority of individuals in the class.		3.0 ☐
		2.5 ☐
2.0 differentiates instruction based on the varying needs of some individuals in the class.		2.0 ☐
		1.5 ☐
1.0 does not differentiate instruction based on the varying needs of individuals in the class.		1.0 ☐

C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION		
3.0 uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about content.		3.0 ☐
		2.5 ☐
2.0 guides students to think independently, creatively, or critically about content.		2.0 ☐
		1.5 ☐
1.0 does not provide opportunities for students to think independently, creatively, or critically about content.		1.0 ☐

C9. CHECKS FOR UNDERSTANDING USING A VARIETY OF FORMAL OR INFORMAL ASSESSMENT TECHNIQUES		
3.0 uses a variety of assessment techniques to monitor and analyze individual and group comprehension of the content, makes appropriate instructional adjustments as necessary AND gives all students meaningful, substantive, and specific feedback.		3.0 ☐
		2.5 ☐
2.0 monitors student comprehension of content AND provide students with limited feedback.		2.0 ☐
		1.5 ☐
1.0 makes few attempts to determine student comprehension AND gives students little feedback.		1.0 ☐

C10. USES INSTRUCTIONAL TIME EFFECTIVELY		
3.0 provides students with activities of instructional value for the entire time, paces them appropriately, AND performs non-instructional procedures efficiently.		3.0 ☐
		2.5 ☐
2.0 paces instruction appropriately for most of the students AND does not spend an excessive amount of time on non-instructional procedural matters.		2.0 ☐
		1.5 ☐
1.0 paces instruction inappropriately to the content and /or the students AND spends substantial amounts of instructional time on activities of little instructional value.		1.0 ☐

D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING The student teacher ...

D1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING	
3.0 provides appropriate AND detailed evidence to document student learning.	3.0 ☐
2.0 provides some appropriate evidence to document student learning.	2.5 ☐
1.0 provides no evidence to document student learning.	2.0 ☐
	1.5 ☐
	1.0 ☐

D2. ACCURATELY DESCRIBES STRENGTHS AND WEAKNESSES OF HIS/HER TEACHING SKILLS IN RELATION TO STUDENT LEARNING	
3.0 uses evidence of student learning to self-assess teaching strengths and weaknesses.	3.0 ☐
2.0 uses some evidence of student learning to self-assess teaching strengths and weaknesses.	2.5 ☐
1.0 does not use evidence of student learning to self-assess teaching strengths and weaknesses.	2.0 ☐
	1.5 ☐
	1.0 ☐

D3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (I.E. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION	
3.0 seeks information from varied professional resources AND uses it effectively to improve instruction.	3.0 ☐
2.0 seeks information from the cooperating teacher AND attempts to use it to improve instruction.	2.5 ☐
1.0 neither seeks NOR uses information from professional sources to improve instruction.	2.0 ☐
	1.5 ☐
	1.0 ☐

D4. INDICATES STRATEGIES TO IMPROVE INSTRUCTION	
3.0 develops specific and varied strategies to improve instruction.	3.0 ☐
2.0 develops general proposals to improve instruction.	2.5 ☐
1.0 develops no proposals to improve instruction.	2.0 ☐
	1.5 ☐
	1.0 ☐

E. PROFESSIONALISM

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities. (Rate using the following scale: 3 – Exemplary; 2- Acceptable; 1-Not Acceptable.)

- | | |
|--|--|
| ☐ Is responsible and dependable | ☐ Demonstrates enthusiasm for teaching |
| ☐ Shows initiative | ☐ Has compassion for students |
| ☐ Is punctual and regular in attendance | ☐ Dresses appropriately |
| ☐ Exhibits the ability to make decisions | ☐ Demonstrates professional behavior with students, |
| ☐ Sets appropriate priorities and meets deadlines | ☐ families, and school personnel |
| ☐ Displays mature judgment and self-control | ☐ Maintains confidentiality |

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Student Teacher

Date

University Consultant or Cooperating Teacher

Date



Observation of Classroom Teaching
PROFILE OF STUDENT TEACHING PERFORMANCE:
A CONTINUUM OF PROFESSIONAL DEVELOPMENT

Student Teacher _____ School _____ Date: _____

Cooperating Teacher _____ Time/Class/Period _____

Topics _____

Instructional Strategies Used _____

A: Content Knowledge
A1. Demonstrates an understanding of appropriate content standards (SOL/Professional Standards)
A2. Identifies basic principles and concepts of subject matter
A3. Uses examples to support basic principles of content
A4. Links content to students' prior experiences and to related subject areas

B: PREPARATION FOR INSTRUCTION
B1. Is familiar with relevant aspects of students' background, knowledge, experiences, and skills
B2. Plans address the unique characteristics of individual students (i.e. TAG/GT, ESL, Special Needs, among others)
B3. Formulates clear learning outcomes that are appropriate for students
B4. Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc.)
B5. Plans assessments of learning outcomes

C: INSTRUCTIONAL PERFORMANCE
C1. Establishes a safe physical and psychological environments
C2. Creates a climate of fairness and respect
C3. Maintains consistent standards for positive classroom behavior
C4. Makes procedures and outcomes clear to students
C5. Presents content effectively
C6. Models appropriate language usage
C7. Provides appropriate accommodations for diverse learners
C8. Provides opportunities for content application
C9. Checks for understanding using a variety of formal or informal assessment techniques
C10. Uses instructional time effectively

D: Reflection and Evaluation – Impact on Student Learning
D1. Provides specific evidence to document student learning
D2. Accurately describes the strengths and weaknesses of his/her teaching skills in relation to student learning
D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction
D4. Indicates strategies to improve instruction

E: Professionalism
The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply) ☐ Is responsible and dependable ☐ Shows initiative ☐ Is punctual and regular in attendance ☐ Exhibits the ability to make decisions ☐ Sets appropriate priorities and meet deadlines ☐ Demonstrates enthusiasm for teaching ☐ Has compassion for students ☐ Dresses appropriately ☐ Demonstrates professional behavior with students, families, and school personnel ☐ Displays mature judgment and self control ☐ Maintains confidentiality

Student Teacher

Date University Consultant or Cooperating Teacher

Date

Copies of the *Student Teaching Performance Reference Guides* are available online at: <http://www.emu.edu/education/st-forms/reference-guides/>

- Art Education
- Early Childhood & Elementary Education
- English Education
- Foreign Language Education
- Health & Physical Education
- History & Social Studies
- Math Education
- Music Education
- Science Education
- Special Education

Additional information regarding student teaching can be found at:
<http://www.emu.edu/education/st-forms/>