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**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 _____ **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.



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
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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: 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)

Date	Hours Worked

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

[illegible]

**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
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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:
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.*