



**PROFILE OF PERFORMANCE:
EDLA 511 LITERACY ASSESSMENT—20HR VA
PROFESSIONAL FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____

Field School Teacher _____ **School** _____

Subjects / Grade Levels / Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations												
A1: Demonstrates An Understanding Of Appropriate Content Standards (Pennsylvania Academic Standards, Virginia Standards of Learning, Standards for Reading Professionals (IRA) — Reading Specialist 1-6															
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 (Reading, Writing, Speaking, Listening)															
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 (English Language Learners (ELL), Limited Formal Schooling (LFS), Students Interrupted Formal Education (SIFE) Among Others)															
B3. Formulates Clear Learning Outcomes That Are Appropriate For ELL Student															
B4. Plans Appropriate Methods to Meet Learning Outcomes (i.e. Technology, Cooperative Learning, Etc); Selects, Analyzes and Adapts a Variety of Authentic Interactions															
B5. Plans Assessments Of Learning Outcomes															
C. INSTRUCTIONAL PERFORMANCE															
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 and Differentiates Instruction; explains and models explicit comprehension and learning strategies															
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															
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 Instructional Coach, Colleagues, And/Or Research) To Improve Instruction															
D4. Indicates Strategies to Improve Instruction															
E. PROFESSIONALISM															
The practicum student demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply) <table border="0"> <tbody> <tr> <td>_____ Is responsible and dependable</td> <td>_____ Shows initiative</td> </tr> <tr> <td>_____ Is punctual and regular in attendance</td> <td>_____ Exhibits the ability to make decisions</td> </tr> <tr> <td>_____ Displays mature judgment and self-control</td> <td>_____ Maintains confidentiality</td> </tr> <tr> <td>_____ Demonstrates enthusiasm for teaching</td> <td>_____ Has compassion for students</td> </tr> <tr> <td>_____ Sets appropriate priorities and meet deadlines</td> <td>_____ Dresses appropriately</td> </tr> <tr> <td colspan="2">_____ Demonstrates professional behavior with students, families, and school personnel</td> </tr> </tbody> </table>				_____ Is responsible and dependable	_____ Shows initiative	_____ Is punctual and regular in attendance	_____ Exhibits the ability to make decisions	_____ Displays mature judgment and self-control	_____ Maintains confidentiality	_____ Demonstrates enthusiasm for teaching	_____ Has compassion for students	_____ Sets appropriate priorities and meet deadlines	_____ Dresses appropriately	_____ Demonstrates professional behavior with students, families, and school personnel	
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_____ Sets appropriate priorities and meet deadlines	_____ Dresses appropriately														
_____ Demonstrates professional behavior with students, families, and school personnel															

Dispositions of Caring, Reflective Practitioners

Instructions: Please rate the **consistency** and **quality** of the candidate's ability to demonstrate each disposition.
 3-Exemplary demonstration of this trait or behavior
 2-Competent demonstration of this trait or behavior
 1-Unacceptable demonstration of this trait or behavior

Responsibility

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 responsibility for actions	3	2	1
6. Demonstrates belief that each student can learn	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
6. Recognizes bias and demonstrates fairness	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

Teaching boldly in a changing world through an ethic of care and critical reflection

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

Candidate	Date	Field School Teacher	Date
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Mail to EMU MA in 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:
EDPC601 READING SPECIALIST PRACTICUM—60HR VA
PROFESSIONAL FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____

Field School Teacher _____ **School** _____

Subjects / Grade Levels / Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/ IRA Professional Standards)			
A2. Identifies Key Principles And Concepts Of Subject Matter including theories of language and reading acquisition and development			
A3. Uses Examples To Support Basic Principles Of Content			
A4. Links Content To Students' Prior Experiences And To Related Subject Areas			
A5. Demonstrates An Understanding Of Appropriate Content Standards (Virginia SOLs, English Proficiency Standards)			
A6. Collaborates with Content Teachers			
A7. Links Content To Students' Prior Experiences And To Related Subject Areas (Reading, Writing, Speaking, Listening)			
A8. Understands role of metacognition in reading, writing, speaking and listening			
A9. Understands phonemic, morphemic, semantic, syntactic and pragmatic systems of language and relationship to reading and writing process.			
A10. Uses classic and contemporary literature, textbooks, and curriculum materials appropriate to grade levels.			
B. PREPARATION FOR INSTRUCTION			
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills			
B2. Identifies causes and characteristics of reading and writing difficulties			
B3. Plans Address The Unique Characteristics Of Individual Students (i.e. below grade level readers; ELLs; reluctant readers)			
B4. Formulates Clear Learning Outcomes Appropriate for Student			
B5. Plans Appropriate Methods To Meet The Learning Outcomes (i.e. Technology, Cooperative Learning, Etc).			
B6. Plans Assessments Of Learning Outcomes			
B7. Plans for Diagnostic-Prescriptive Approach to Correct Reading Problems			
C. INSTRUCTIONAL PERFORMANCE			
C1. Establishes a Safe Physical and Psychological Environment			
C2. Fosters Growth in All Aspects of Literacy			
C3. Communicates High Expectations to All Students			
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			
C11. Addresses Strengths and Needs of Learners at All Proficiency Levels			
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			
E. PROFESSIONALISM			
The practicum student 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		
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_____ Displays mature judgment and self-control	_____ Maintains confidentiality
_____ Demonstrates enthusiasm for teaching	_____ Has compassion for students
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