



**PROFILE OF PERFORMANCE:
 MUED 351 SECONDARY SCHOOL MUSIC
 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/Professional Standards) | | | |
| A2. Identifies Key Principles And Concepts Of Subject Matter | | | |
| A3. Uses Examples To Support Basic Principles Of Content | | | |
| B. PREPARATION FOR INSTRUCTION | | | |
| B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills | | | |
| B2. Plans For The Unique Characteristics Of Individual Students (I.E. Tag/Gt, 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 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 | | | |
| E. PROFESSIONALISM | | | |
| <p>The practicum student demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)</p> <p>_____ Is responsible and dependable</p> <p>_____ Shows initiative</p> <p>_____ Is punctual and regular in attendance</p> <p>_____ Exhibits the ability to make decisions</p> <p>_____ Displays mature judgment and self-control</p> <p>_____ Maintains confidentiality</p> <p>_____ Demonstrates enthusiasm for teaching</p> <p>_____ Has compassion for students</p> <p>_____ Sets appropriate priorities and meet deadlines</p> <p>_____ Dresses appropriately</p> <p>_____ Demonstrates professional behavior with students, families, and school personnel</p> | | | |

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

Caring About Personal and Professional Responsibility

| | | | |
|--|---|---|---|
| 1. demonstrates professional responsibility (ie. is consistent and punctual in attendance, comes to class prepared, meets deadlines, trustworthy, presents positive outlook, meets appropriate expectations regarding appearance) | 3 | 2 | 1 |
| 2. takes responsibility for actions | 3 | 2 | 1 |
| 3. regulates personal emotions | 3 | 2 | 1 |
| 4. maintains collaborative, positive relationships with colleagues | 3 | 2 | 1 |
| 5. develops positive relationships with those in authority | 3 | 2 | 1 |
| 6. shows mature judgment | 3 | 2 | 1 |
| 7. holds high expectations for all students | 3 | 2 | 1 |

Caring About Relationships in Learning Communities:

| | | | |
|--|---|---|---|
| 1. considers multiple perspectives (listens actively, responds well to criticism or suggestions) | 3 | 2 | 1 |
| 2. promotes compassionate and just learning environments | 3 | 2 | 1 |
| 3. demonstrates passion/enthusiasm about learning and teaching | 3 | 2 | 1 |
| 4. values diversity (eager to work with persons from a variety of perspectives and cultural/ethnic groups) | 3 | 2 | 1 |

Caring About Reflective Practice:

| | | | |
|--|---|---|---|
| 1. makes decisions based upon reflection, research, and best practice | 3 | 2 | 1 |
| 2. uses critical thinking to self-assess, to evaluate progress and to set realistic goals | 3 | 2 | 1 |
| 3. commits to planning, teaching, assessment, and reflection as an ongoing process to enhance student learning | 3 | 2 | 1 |

The 3 Rs of Dispositions: Responsibility, Relationships, and Reflection

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

| | | | |
|-----------|------|----------------------|------|
| Candidate | Date | Field School Teacher | 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.**