



**PROFILE OF PERFORMANCE:  
ED 321 Literacy Block  
PROFESSIONAL FIELD EXPERIENCE  
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate \_\_\_\_\_

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 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				
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

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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.**