



**Practicum Evaluation  
JAMES MADISON UNIVERSITY  
Elementary Education**

___ Mid-term
___ Final

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Practicum: ELED 311 411 621

Grade/Age Level of Children \_\_\_\_\_ School \_\_\_\_\_ Fall ( ) Spring ( )

*Please assess the student relative to the level of competence expected of pre-service teachers using the attached rubric.*

- Scale: 1 – Fails to meet expectations  
 2 – Moving toward meeting expectations  
 3 – Meets expectations  
 4 – Behaviors which describe exemplary disposition

**PROFESSIONAL BEHAVIOR**

	Performance Level			
Dresses neatly and professionally	1	2	3	4
Arrives promptly and stays the required length of time	1	2	3	4
Attends the required number of days with no unexcused absences	1	2	3	4
Uses professional oral and written language	1	2	3	4
Participates with enthusiasm and a positive attitude	1	2	3	4

**INTERACTIONS WITH CHILDREN**

	Performance Level			
Displays a warm and nurturing attitude toward all children	1	2	3	4
Shows initiative in interacting with children to support children's learning	1	2	3	4
Demonstrates respect for individual and cultural differences	1	2	3	4
Plans and implements learning experiences to meet the needs of all children	1	2	3	4
Uses appropriate guidance or interventions to assist children in following directions, meeting classroom expectations, and resolving conflicts	1	2	3	4

**INTERACTIONS WITH TEACHERS**

	Performance Level			
Supports the teacher in carrying out classroom activities and routines	1	2	3	4
Accepts suggestions graciously and follows through on suggestions	1	2	3	4
Asks questions to tap teachers' expertise and gain advice	1	2	3	4
Plans with teacher well in advance to carry out assignments involving children	1	2	3	4
Assumes responsibility for the learning environment (prepares materials, organizes the activity, cleans area, and returns materials)	1	2	3	4

Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of cooperating teacher

Please review this form with the student each time you complete it. Thank you!

## Professional Behavior



	Fails to meet expectations 1	Moving toward meeting expectations 2	Meets expectations 3	Behaviors which describe exemplary disposition 4
<b>Appearance</b>	Dresses inappropriately and/or unprofessionally.	Usually dresses neatly and professionally.	Consistently dresses neatly and professionally.	Always dresses neatly and professionally.
<b>Promptness</b>	Arrives late and/or leaves before the required time more than twice.	Arrives late once or twice, but consistently remains the whole time.	Always arrives promptly and stays the required length of time.	Consistently arrives early and/or stays beyond the required length of time.
<b>Attendance</b>	Does not attend the required number of days.	Attends the required number of days, but only by making up unexcused absences.	Attends the required number of days with no unexcused absences.	Attends more than the required number of days with no unexcused absences.
<b>Language</b>	Uses grammatically incorrect language or slang.	Uses grammatically correct language most of the time.	Uses professional oral and written language at all times.	Uses exceptional professional oral and written language.
<b>Participation</b>	Appears bored or unenthusiastic.	Shows interest in the classroom.	Participates with enthusiasm and a positive attitude.	Displays enthusiasm and initiates new experiences.

## Interactions with Children

<b>Attitude</b>	Displays a cold attitude by ignoring or teasing children.	Treats children respectfully & uses appropriate language.	Displays a warm & nurturing attitude toward all children.	Shows genuine sensitivity & regard for the feelings of all.
<b>Initiative</b>	Avoids interacting with children.	Interacts with children only when asked.	Shows initiative in interacting with children to support children's learning.	Offers to assume additional responsibilities to support children's individual needs.
<b>Respect</b>	Learning activities are developmentally inappropriate or culturally biased.	Learning activities are developmentally appropriate for some of the children.	Demonstrates respect for individual and cultural differences.	Responds to children's needs with great interest and sensitivity.
<b>Inclusiveness</b>	Neither plans nor implements learning experiences with children.	Implements learning experiences designed by others for selected students.	Plans and implements learning experiences to meet the needs of all children.	Plans & implements learning experiences that exude deep value for diversity.
<b>Interventions</b>	Intervenes inappropriately in ways that undermine classroom expectations.	Intervenes appropriately to ensure that classroom rules are upheld and honored.	Uses appropriate guidance to assist children in following directions & meeting expectations.	Assists children in resolving problems or conflicts by facilitating their independent resolutions.

## Interactions with Teachers

<b>Support</b>	Does not support the teacher in carrying out classroom activities.	Supports the teacher in carrying out some classroom activities.	Supports the teacher in carrying out classroom activities and routines.	Actively supports the teacher in leading many classroom activities and routines.
<b>Acceptance</b>	Resists constructive criticism and ignores important suggestions.	Accepts suggestions and feedback with some follow through.	Accepts suggestions graciously and follows through on suggestions.	Actively seeks, embraces, and consistently follows through on suggestions and feedback.
<b>Questioning</b>	Asks few questions and demonstrates little interest in professional growth.	Expresses some interest in understanding more deeply the program and the children.	Asks questions to tap teachers' expertise and gain advice.	Demonstrates enthusiasm for growth as a professional educator.
<b>Planning</b>	Does not submit materials to the teacher before carrying out assignments involving children.	Submits materials to the teacher before carrying out assignments involving children.	Plans with the teacher well in advance to carry out assignments involving children.	Submits materials to the teacher early enough to make revisions as needed using feedback from the teacher.
<b>Responsibility</b>	Does not assume responsibility for the learning environment (e.g., materials are not prepared or returned).	Assumes some responsibility for the learning environment (e.g., the learning environment is organized).	Assumes responsibility for the learning environment (prepares materials, organizes the activity, cleans areas, and returns materials).	Demonstrates responsibility for the learning environment while establishing transitions into subsequent and/or prior instruction.