

Practicum Student Evaluation Form

Practicum Student's Name:	Brooke Slater
Date:	2016-10-13
Practicum Student's Email Address:	brslater1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	Neva Weninger
Cooperating School:	Shiloh Elementary
Name of person completing this evaluation:	sheila hager
Evaluator's Position:	Practicum Supervisor
Evaluator's Email Address:	shager5@hotmail.com
Overall Rating:	Proficient
Suggestions for Improvement:	<p>Brooke, to begin your teaching career, it was nice to be working with a small group and work into that large group setting. In reflecting, I so agree that your questioning was very good. The 'why', the 'how', the 'what do you think', truly takes the students out of their boxes and makes them think on their own, instead of looking for the answer on the page. If an answer isn't what you feel is 'deep' enough, or a correct avenue to follow, be aware of how you ask them to think about it. Students are always watching and listening to a teacher to see if they're 'right'. The ability to reflect on what you would change in your lesson puts you on the road to being a successful teacher. In your small group, verbal questioning was a great way of doing informal assessments. In a heart beat, you could tell which student was having difficulty with decoding, verbal reading, etc. This knowledge will guide you to how to plan your lesson for tomorrow.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>You were very organized with your lesson. You had all books ready to go, white board with marker at hand, and sheet to do with the students. A few suggestions to remember is to use all teachable moments: showing students how to read a certain sentence when an exclamation point is there; perhaps giving the students a reason to read the next page, working on their comprehension. Your prediction question was a great way to get them engaged in reading what came next to see if they had the concept of the story. As we discussed, throw yourself in the mix, and predict something off the wall, then discuss how that wouldn't follow the sequence of the story, or why that wouldn't work. It also shows that 'predictions' are just that: a guess of what is to come. As you plan your lessons, try to keep three of the senses in mind: auditory, visual and tactile. Since today's world is so strong on visual, try to strengthen that in your lessons: have charts/ have words written out, etc. Having that small white board handy, and using it for words was perfect. They could see it and hear it. To involve the tactile, you could've had each one having a white board and have them 'draw' the prediction. Also when planning your lesson, compare it to a speech: need a grabber to get students' attention, and a closure to review what was learned. Neither one need to long/ perhaps a few seconds on each.</p>
<p>Overall Rating:</p>	<p>Partially Proficient</p>
<p>Suggestions for Improvement:</p>	<p>Being in such close proximity to students, your body language is important. You were very non-threatening, and had a warm smile to 'welcome' the students into answering questions. You had a good rapport with the three students. Be assertive in your management skills, and make sure that all students are having that chance to answer questions; don't let one overpower with the answers. One way to change up your lesson, even in a short 20 minute lesson, is to have students do elbow talk with a partner, switch chairs to have different partners, get up and write on a board that is a few feet away. A rule of thumb, to remember, is to have students in primary grades not sit for more than 10 – 15 minutes.</p>
<p>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</p>	<p>Yes</p>
<p>General Comments:</p>	<p>Thank you for sharing your lesson and reflection with me. The partially proficient marks are not a negative toward your teaching ability. They are there because you have just begun the journey to becoming that master teacher; which in turn, tells you that you have lots to learn, to discover, and to experiment with, to become that master teacher. Keep up the good work, and I look forward to observing you in November.</p>