

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Brooke Slater
<b>Date:</b>	2017-04-06
<b>Practicum Student's Email Address:</b>	brslater1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 400 - Elementary Practicum
<b>Name of practicum teacher:</b>	Kimberly Clarke
<b>Cooperating School:</b>	Roosevelt - Mandan
<b>Name of person completing this evaluation:</b>	Tom Conlon
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	mthomas.conlon@gmail.com
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Brooke used individual student white boards effectively to monitor students answers and understanding. This is an effective method to readily assess the class understanding as well as if someone might be struggling with the concept being presented.</p> <p>Brooke stated that she was gaining confidence in herself as a teacher as she neared the completion of the Practicum series and is not using her lesson plans as she delivers a lesson. Brooke now needs to build on this confidence and trust her planning so that her teaching and working with the students becomes more natural. In this Social Studies lesson, Brooke wanted the students to analyze information from the activity on why a country might be a bigger exporter or importer of products and goods. In Brookes haste to have the students respond correctly, she tended to almost give the students the answers she was seeking rather than to be patient and allowing the students time to analyze the information and collectively form a positive response.</p>
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Brooke independently found a simulation game on-line to use as a basis for this lesson to help students understand imports and exports and why one country or another might be more into one or the other depending on the product. Brooke used the Active Board to present the game and the activity was engaging, correlated directly to the lesson and was age appropriate. All important factors when seeking an activity to enhance a lesson.</p> <p>Several times within the lesson Brooke asked the students to either share their ideas by discussing with a partner or within their small group. Though students appeared engaged with this, Brooke did not get the full attention of the class to discuss what the groups had found. By not taking this next step with the whole class, a teacher would not know if groups were understanding, or be able to assess the teacher with additional steps in the instruction.</p>
<b>Overall Rating:</b>	Partially Proficient

<b>Suggestions for Improvement:</b>	Brooke's lesson planning included many important components of instruction. She had planned an interesting activity using the Active Board and had used effective strategies such as Turn and Talk, and included many of the steps to an effective lesson. All of which reflect on effective planning. At this point Brooke will want to reflect more on the art of teaching, striving for a lesson flow, starting with a Mental Set, talking with the students about the day's lesson. Raise the students interest and build off their curiosity, talk with them about what they will be doing and what you expect from them. Tell them you found this great game and you were sure they would have fun with it. Make sure when you decide to share something with the class you have their full attention by having them facing you and listening. As the lesson and activity are completed, visit with them about what they had learned, the importance of knowing about exports and imports, maybe what surprises they had found with some of the countries exporting more or less than they had expected.
<b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b>	Yes