

Practicum Student Evaluation Form

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| Practicum Student's Name: | brooke slater |
| Date: | 2016-12-06 |
| 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: | sjhager@umary.edu |
| Overall Rating: | Partially Proficient |
| Suggestions for Improvement: | In reflection time, you verbalized how you thought the students knew the information on homophones, by the comments made by a few students. A HUGE lesson learned by you, that you can never presume a classroom knows information by the comments of a few. You learned to go with your lesson that is planned and if, throughout your lesson, you realize that a majority of the students know the concept, then you can think on your feet and change it up to a more challenging concept. |
| Overall Rating: | Partially Proficient |
| Suggestions for Improvement: | Your lesson plan was great. It had the definition of homophone, it did sentences on homophones on smart board, it then went into a game about homophones, then reviewed sentences again, then the worksheet. When planning for this lesson, you truly did a great job, for you knew it was a new concept and the students were going to have to be taught it in many different ways, which you incorporated: visual, auditory and tactile. When you skipped immediately from one review sentence to the worksheet, you lost the teaching concept and in essence, students went straight from a one sentence explanation to work. In today's world of teaching, the classroom is doing the total opposite: using most of the time to teach and do hands on activities, and leaving a small portion of their lesson to worksheets or feedback in any other way. In future lessons, go through your complete lesson plan, then when reflecting on the lesson, decide what to cut out or add to. |
| Overall Rating: | Partially Proficient |

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| <p>Suggestions for Improvement:</p> | <p>When students were working on worksheet, you had good movement around the classroom, and gave them confidence by your warm feedback. When you discovered you were answering the same question, numerous times, be assertive, stop students, and reteach it. Remember, you are in control and to answer the same question numerous times is a waste compared to reteaching the concept. Standing by the one student was a great way to keep him refocused but a suggestion would be to stand there for a few minutes, get him on task, walk around the classroom to others, then come back to student. That way you connect with others but you still have a finger on the one student's need. Your original lesson plan would've easily taken up the complete language time of 45 minutes. When you saw that your lesson only took up 15 minutes of it, that is when you need to 'think on your feet' and fill the gap. It was totally appropriate to let students read quietly, but not for such a long period of time that they will become antsy.</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>As I told you when we reflected, you have lots to share as a teacher. You are warm and have the desire to learn and take information given to you. You let students' comments misguide you: lesson learned that YOU are the teacher and YOU make the decisions of what is taught. Students will be continually making comments here and there, take them with a grain of salt, and don't let them detour you into something that shouldn't be. As stated above, your lesson plan was great! Let your lesson plan always be the guide throughout your teaching, and add and cut things by how YOU feel.</p> |