

Practicum Student Evaluation Form

Practicum Student's Name:	Terra Larson
Date:	2016-10-12
Practicum Student's Email Address:	tnlarson1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	susan renner
Cooperating School:	Cathedral Elementary
Name of person completing this evaluation:	sheila hager
Evaluator's Position:	Practicum Supervisor
Evaluator's Email Address:	shager5@hotmail.com
Overall Rating:	Partially Proficient
Suggestions for Improvement:	Terra, your compare/contrast lesson flowed from one step to another. The students were very engaged as they moved from one part of the lesson to the next. When reflecting the lesson, you were right on with knowing you need closure to a lesson. Treat each lesson like a speech: 'grab' them into it and 'close' it down. The ability to reflect on what you would change in your lesson puts you on the road to a successful teacher. Assessments are a tool to let you know if a student has mastered the skill at hand; you had numerous informal assessments throughout your lesson. To finish your lesson out with a formal assessment, so you truly knew the capability of each student, you could have had each student fill out a Venn diagram, on their own, on a story they were familiar with. If that concept is going to be continued onto the next day, a formal assessment is not always needed.
Overall Rating:	Partially Proficient
Suggestions for Improvement:	Your lesson was very well organized: visual, tactile and auditory senses were all being used. This is an important part of a lesson so that you reach out to all students' strengths. As you and I discussed, to get students on the right page, give clear cut directions and examples at all times. This way, you are spending your time working with the information they are attaining and not explaining directions numerous times. You are in control of the classroom, so if needed, stop the lesson, redirect, and then move on.
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>You, as the teacher, had good movement within your students' spaces as the lesson progressed. As you got down to their eye level, you made them feel much more open to asking questions, instead of hovering above. Student movement: with your students, a general rule of thumb is to not have them sitting in one spot for more than 10 – 15 minutes . Your lesson exercised this rule by moving them from circle time, to desk to groups on floor. Make sure you are always assertive with statements: don't ask/ direct. Don't give them a time element (4 minutes), unless you can stick to it. Show the outcome you want: ex: reviewing how the listener should act as group is presenting.</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>Terra, you were prepared and organized for your lesson today. Thank you sharing your lesson 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. Keep up the good work, and I look forward to observing you in November</p>