

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Terra Larson
<b>Date:</b>	2016-12-02
<b>Practicum Student's Email Address:</b>	tnlarson1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 300 - Elementary Practicum
<b>Name of practicum teacher:</b>	susan renner
<b>Cooperating School:</b>	Cathedral
<b>Name of person completing this evaluation:</b>	sheila hager
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	sjhager@umary.edu
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Ready to rock – Ready to roll. You were very assertive when you used this jingle, and waited till you had their undivided attention – good work! If you use a technique, and go on even if you don't have their attention, you have lost the usage of that jingle. Use varying types of techniques to catch the students' attention, for if you use the same one all the time, the students will begin to tune you out. Great informal assessments going on throughout your lesson. Assessments help guide you plan your lesson for the next day. With your graphic organizer, you will be able to see which students have grabbed your lesson of 'main idea'. When reflecting, don't be afraid to compliment yourself. Your 'bag idea' of introducing main idea was very good. Recognizing that the students were getting antsy during phonics is a step toward good classroom management. You used the moment and got them up and moving, incorporating the 'ch' sound right with their movement. Use reflection as a learning tool: what worked, what needs to be changed up.</p>
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Terra, your lesson had a nice flow to it. When designing your lesson, construct it like you would a speech. Grab your audience in and then always close up your lesson, relating it back to your grabber. Again, your bag idea was fantastic/a great closure would be to ask the students if making a bag for the amazing birds, what would you put in it? Closures don't have to be long, but once you get into the hang of them, your lesson will feel more complete. You incorporated visual, tactile and auditory within your lesson, drawing out strengths in your students. When giving directions, try to be precise as possible. The clearer the picture is to the students, the less time you need to spend on redirecting, and the more time can be spent on teachable moments. Perhaps when students were a bit confused on supporting details, you could've stopped all for a few moments, rediscussed supporting details, and then moved on.</p>

<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Even though your students had not had a long carpet time, it was a good teacher reaction to know they were getting antsy, and switching up your phonics lesson to incorporate movement. When you are teaching a full day, using movement for your transitions from subject to subject will help calm them. Giving your students such positive feedback, made them feel more willing to share their ideas. Keep working on the quiet ones, even if their hands are not raised. Remember, for yourself, to be on the move around the classroom also. It is an easy way to quiet an interrupter, or a way to break up some rowdy students, etc. Many times, as you move, a touch of your hand on a desk, or a quiet move of a student from one spot to another, doesn't even need words; the actions speak for themselves.</p>
<b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b>	Yes
<b>General Comments:</b>	<p>Terra, with Block I almost complete, the road to your educational career has begun. The experiences you will have, the information you will attain, in the next year to two, will be your foundation for your career. Absorb it all, like a sponge, for the sky is the limit when it comes to the educational world. Never stop challenging yourself to be the best teacher you can be.</p>