

Practicum Student Evaluation Form

Practicum Student's Name:	ashley wanner
Date:	2017-02-09
Practicum Student's Email Address:	amwanner1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	katelyn sorum
Cooperating School:	liberty
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:	<p>Ashley, your practicum teacher is a good role model to show you that classroom management can be done in a very quiet but assertive manner. When the students didn't go to circle as directed, she quietly stated that transition needed to be practiced and then followed through with that directive at recess. Students 'figure out' a teacher's way very quickly. If a teacher threatens, but never follows through, they know that they can get away with unacceptable behavior. Changing up your jingles for classroom management was a great way of getting your students' attention. But when saying a jingle, follow through with it. For ex., if you say: "1 - 2 - 3, eyes on me", and not all eyes are on you ... then you wait. Your presence is powerful so pull over to the student who doesn't have eyes on you, and perhaps repeat the directive or just wait quietly. Students will know quickly that you mean business when you say a jingle. Assessments are our guide on how to plan the next lesson. You had numerous informal assessments, from full group discussion to the individual attention you gave the students, listening while they were practicing their intonation voices. Now that you have an indication of which students need more practice with intonation, perhaps the next time, you can pair a reader with good intonation with a reader with low intonation, to let that low reader hear good modeling.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>There are many components within a lesson, which begins with a grabber to 'catch' their attention and a closure to keep the standard in mind. In reflection, since your standard was on intonation, we talked about having a word that the students could practice to hear different intonations, depending on the punctuation mark. A grabber and/or closure does not have to be long, just needs to get them to the task at hand. Your lesson had a nice flow to it, going from visual expectations on board, to you modeling the intonation, to practicing from a book they were familiar with. As you plan your lessons, keep in mind the 3 senses of auditory, tactile, and visual. If using all three, you will reach the strengths of most students. Also, when giving any directions, the clearer and shorter you can make them, the easier it is for the students to follow. If long and 'gray', you will spend your time repeating directions instead of spending your time individually engaging with the students. For differentiation, it was good to tell the students to choose different parts to practice. That keeps them on task and still practicing the standard at hand.</p>
<p>Overall Rating:</p>	<p>Proficient</p>
<p>Suggestions for Improvement:</p>	<p>Ashley, with the change up of activities, from circle to reading partners, it gave the students time to get wiggles out and not just sit in one spot. As reflected, it was also important for you to move from group to group. It gave you time to 'assess' each student's intonation level, and it was a good time to connect with the students. Getting down to their eye level was a warm way of telling them that you were there to truly listen to them read. Calling on students that didn't have their hands up is a great way to tell them that they need to be attentive at all times. How true it is, that it is hard to ignore the little one who constantly has her/his hand up, and is waving it at you. But after time, he/she will realize that you call on all students.</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>You were well planned and prepared for your lesson today. Thank you for allowing me to observe you and reflect with you. 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 discover, learn and experiment with, to become that master teacher. I look forward to observing you in March.</p>