

Practicum Student Evaluation Form

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| Practicum Student's Name: | ashley wanner |
| Date: | 2017-04-02 |
| 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: | Proficient |
| Suggestions for Improvement: | <p>Ashley, you had good classroom management by using different techniques to calm them down (1-2-3, eyes on me/ hocus pocus, etc.), or bring them back on task. Keep that list of techniques growing. Actions, at times, are much more powerful than words, so modeling thumbs up as the students are doing the same action is a great way to show them what you expect. Since assessments are the key to our lessons, your summative assessment of having the students write an ending to the Ugly Duckling was a great way to demonstrate their knowledge of how to end a story. If, within your assessment, you are going to be looking at their punctuation, capital letters, etc., then it would have been necessary to spend more time on that within your directions. A rule of thumb is always to be very clear on what your expectations are of your students.</p> <p>Reflections: think of teaching as a continual spiral of change ups ... never a dull moment, never a day goes by that was the exact same as yesterday. Therefore, you need to know what works for you on any given moment; for you will be expected to think on your feet often.</p> |
| Overall Rating: | Partially Proficient |

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| <p>Suggestions for Improvement:</p> | <p>Prediction is a day to day life skill. This is a skill that you could blend into any subject, for it is always there: I wonder what lunch will be like today; I predict it is going to get warm enough to go without a winter coat; since mom doesn't have to work this afternoon, I predict she'll have homemade cookies when I get home; I predict that since Mrs. Solum hurt her back, we may have to help her with clean up, etc. Your grabber to your lesson was very good, reviewing what a prediction is. You could've taken it one step further, to blend in every day lives. Don't forget the importance of a closure: close down your lesson like a speech; leave your students with a thought. Your closure could've been for 1 or 2 students to read their story endings. It refreshed your students' memories for you to reread the Ugly Duckling passage from the end of the story, to where they were going to continue. In giving them the assignment, use vocabulary that associates itself with LA, for instance, calling the students authors when describing what their assignment is. To practice, pull out a Fairy Tale, read it, and have a student predict what would happen 'next'. From this example, be very clear on what you want the students to do: one or two sentences? Capital letters where? Punctuation where? Picture where? The clearer your directions are, the less time you will spend on repeating those directions, and the more time you can spend with assisting the academic issues with students. Often times, we presume that students know exactly what to do. Don't presume: model, be clear, and precise.</p> |
| <p>Overall Rating:</p> | <p>Proficient</p> |
| <p>Suggestions for Improvement:</p> | <p>You had great proximity to your students, constantly moving around the classroom, seeing and asking who needed extra help. When walking around the room, even if students don't need assistance, take the time to comment on their work at hand. You had a few minutes at the end to spend in review of prediction. Since there isn't a moment to spare, in a classroom, you could've used that time to read a few of the stories to bring closure to your lesson, or pull out some 'predictions' for the rest of the day.</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>Ashley, you were definitely thrown into the real world of teaching this past week when you became the 'teacher', in a sense, compared to being the practicum student. I am sure it was a real wake up call, but a week where you learned so much because you were forced into it. Take some time, in the next few days, to reflect on those days. What worked for you, what didn't work, what could you add to make the days transition better for the students. Great teaching comes from understanding what works and what does not work for you as a teacher and for your students.</p> |