

Practicum Student Evaluation Form

Practicum Student's Name:	abigail smith
Date:	2017-02-14
Practicum Student's Email Address:	ajsmith1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 400 - Elementary Practicum
Name of practicum teacher:	carissa staflien
Cooperating School:	Northridge
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>Abigail, our reflection time together was a good way of discussing what were the strong points of your lesson and what could be changed up to make it better for the students and you. Reflection of a lesson is a magnificent way of revamping the lesson for the next time. The difficult part of all of this is that what works with one group of students, doesn't necessarily work with another group. It is continually trial and error. With a shorter lesson, you didn't need to use many management techniques. In the coming weeks, try out different techniques to catch the students' attention or to bring them back on task. Be assertive and once you ask for their attention, wait until you attain it.</p> <p>Assessments are used to steer your next lesson: if the students understand the information, then you can move on. Within your lesson, you had informal assessment going on with the classroom discussion via your power point. Your formal assessments were the two worksheets done on the standard at hand. As discussed, the two worksheets could've been combined into one so you had more teaching time verses worksheet time. Also, while students are assessing, be careful not to spoon feed them. Assist them, if they are having difficulty; teach them how to determine the answer, but don't hand the answer to them.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>Even though a short lesson, it's amazing how much can be fit within that time. When developing your lessons, incorporate the senses of auditory, visual and tactile. Also when designing your lesson, keep in mind Madeline Hunter's researched steps within a lesson: grabber, objective, teaching, check for understanding, practice and closure. Within your lesson, your power point was a good starter to introducing prefixes and suffixes, but the students needed more practice. In reflection, we came up with different activities that you could've added to the lesson to review the standard. Keep in mind that when you are working through a lesson, if you feel you are running out of time, it is much more important to make sure the students are understanding the concept, then it is to rush through the lesson. An easy closure would've been for you to compare prefixes and suffixes, with perhaps just two words on the board. It was good for you to add a differentiation activity to your lesson, for those students that wanted to be challenged. To make it more enticing for students, have the challenging activity all together different than the worksheets the students had already worked on.</p>
<p>Overall Rating:</p>	<p>Partially Proficient</p>
<p>Suggestions for Improvement:</p>	<p>Even though short lesson, perhaps you could've had your students move between the teaching of prefixes and suffixes. Whether it was a short charades game, or discussing suffixes partner to partner, or working on the floor and working with whiteboards; change up gets the students moving and helps the lesson flow. In time management, your lesson ended up being more on working on a worksheet then it was on teaching the lesson. It will be easier when you have your classroom, for you will know the previous knowledge of the students on a given topic. But, it is better to go in thinking they will need lots of practice, and being prepared for that with lots of different activities, then just reviewing very shortly. You had good movement around your classroom while students were working independently. Commenting as they worked, let them know you were noticing them.</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>Abigail, you are very willing to learn and take information given to you. Remember that identifying more need of discussion will come with practice. Each group of students will be different and you will need to change to fit what works with each new group. Enjoy the rest of your week and I look forward to observing you in April.</p>