

Practicum Student Evaluation Form

Practicum Student's Name:	Sydney Arman
Date:	2017-02-07
Practicum Student's Email Address:	slarman1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	olivia becker
Cooperating School:	Rita Murphy
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>Sydney, you had numerous informal assessments going on throughout your Language Arts lesson on intonation, from classroom participation, to students practicing the intonation to the self-assessment at the end. As reflected, cut out any extra information on the self assessment that wasn't needed for this standard. A suggestion for a summative of this standard would be to tape the students verbally expressing a word in 4 or 5 different ways. Your ability to reflect on what you would change and keep in your lesson is a huge step in the education field: know what works/ know what doesn't work, and strive to make those changes to benefit your students. The students were so engaged in the presentation of your lesson that not much classroom management was needed. As this is not usually the case, make sure to keep your eyes and ears open to what is used. Try out the different techniques, and use what works for you and your students.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>Your lesson was very well organized and flowed from one phase to another. Having the students practice their intonation was a very good way to begin your lesson for you were tying in with their previous knowledge. When planning a lesson, incorporate the three senses of auditory, visual and tactile, so that you are teaching to all the different levels of students' strengths. As reflected, it was great to have an anchor chart as a visual., but would've been less confusing with fewer words, more pictures, etc. It was a good choice to use a familiar story with the students, while they practiced their intonation, for you were not grading them on comprehension so they could concentrate on the practice at hand: intonation. As there is never a moment to spare in the education day, it was good to pull in author's purpose to go over if intonation had a part in that purpose. As a lesson needs a grabber, it also needs a closure and you did that well with your self assessment. When creating your lesson, think of them as a speech: grab your students, teach your students, review with your students, and then close the lesson down.</p>
<p>Overall Rating:</p>	<p>Proficient</p>
<p>Suggestions for Improvement:</p>	<p>As stated, there is never a minute to spare during your teaching day. You used your time very well within this lesson. From partners, to chart, to story, to partners, to assessment ... it flowed. As students were practicing their intonations, it was great to see movement by you, from pair to pair, assessing their intonations along the way. Be careful not to alienate yourself when doing a chart, smartboard activity, etc. Move around the circle, the room, etc. Your presence helps you connect with students, it may help keep student disruptions at a minimum and it is a quick way to assess any topic.</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>Sydney, you were well planned and prepared for your lesson today. Your students were engaged and seemed to be enjoying practicing the intonations of 'hello'. Keep up the good work, and I look forward to observing you in March.</p>