

Practicum Student Evaluation Form

Practicum Student's Name:	Sydney Arman
Date:	2017-03-30
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, your LA lesson on compare/contrast is a keeper for future use! Even though short, you packed lots of information into the short time frame. It was sequential, followed Madeline Hunter's research and had a grabber, objective, purpose, practicing of objective and closure. The students were being assessed on the concept of compare/contrast from the beginning of the lesson until the end. Of course, the true test comes when you give them the summative, but you are definitely laying firm ground for them to stand on. In our reflection time, we noted that this classroom does not need much in the line of classroom management, but it was good to discuss different ways to go about disciplining, when needed. As discussed, your main points, when bringing a classroom back on task, is to be assertive, consistent and students need to know that you mean what you say. For instance, if you say: "I'll wait until eyes are on me", then you need to wait. If students don't give you their 'eyes', start counting quietly and when they finally are with you, take that amount of time away from a fun activity planned. Bodily presence around your classroom is, at times, the key to stopping trouble before trouble begins. A hand on a desk, quietly standing in one spot, having students put their tools down, etc., are all suggestions to try. Keep in mind that what works one day, may not work the next, so you need to have lots of different strategies to try.</p>
Overall Rating:	Proficient

<p>Suggestions for Improvement:</p>	<p>Great way to 'grab' your students into the lesson was to ask them a direct question about the standard at hand. You were reviewing compare/contrast and setting the tone for what was to come next. Using the active board to study the story about storms was an excellent visual prop. When an educator reads a story, but students don't see it, it's hard for them to answer direct questions afterwards. The usage of highlighting the comparisons and contrasts had multiple benefits: 1) most want to go highlight on active board, so it really got students on task 2) the students saw the comparisons, using different colored high liters 3) movement for students is essential, even in a short lesson. When reflecting, we discussed that after students read the short story quietly, perhaps have a few students read the story verbally. Since you are not grading students on their reading/comprehension skills, but rather on compare/contrast, it gives the students who are lower in verbal reading, a chance to hear the story and choose the compare/contrast items. Your closure helped the students realize that compare/contrast wasn't going to be 'just' in that lesson. They were to listen for it within their small reading groups. A great grabber for the next lesson would be to pull in compare/contrast on every day activities: recess time, lunch time, etc. Anytime you can associate a concept to the daily lives of students, it seems to stick with them better, for they can correlate it to themselves.</p>
<p>Overall Rating:</p>	<p>Proficient</p>
<p>Suggestions for Improvement:</p>	<p>In preparing for the lesson, you were concerned that you would not have enough 'lesson' to fill the scheduled time. In reflecting over any lesson, a main thought to keep in mind is that it isn't about the 'time' of the lesson: it's about the concept. Did I teach what I set out to teach? If so, your lesson had the correct steps to achieve that. It was nice to see you move within the front of the classroom. Even though using an active board, you moved from side to side. It's just an easy way to stay in connection with all of your 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>Sydney, you bring a quiet demeanor into the classroom, but the students still know you are in charge. You have a warm rapport with your students, and a warm smile to go with it. You are so open and willing to learn and take information given to you. Never stop that craving for looking for new ways to teach your students! One thing to always keep on top of is: what do I need for the day? Relate your forgetting your binder today, to an important IEP that is in a different building and you forget the file. The usage of sticky notes is prime in my life: don't hesitate to put sticky notes wherever you need to, to keep yourself organized of what needs to be done or what needs to travel with you. Those sticky notes could save you from a huge embarrassment someday.</p>