

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Jacqueline Meier
<b>Date:</b>	2017-02-09
<b>Practicum Student's Email Address:</b>	jmmeier1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 300 - Elementary Practicum
<b>Name of practicum teacher:</b>	kate vig
<b>Cooperating School:</b>	centennial
<b>Name of person completing this evaluation:</b>	sheila hager
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	sjhager@umary.edu
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Jacqueline, you had a keeper of a lesson on informative. It is a lesson that you will be able to integrate into any classroom, tweeking it to fit the topic and grade level. Assessments are the guide to future lessons: you use the knowledge data received to see how to further educate your students. During this class, you had informal assessments continually going through classroom discussions and one on one interventions while they worked. Your formal assessment will be their finished Titanic research project. Through this project, you not only assess the study of information, but you will be able to assess each student's technology knowledge just through the usage of the text boxes, etc. Reflection is a powerful way to improve lessons; use it to say: "yes, that lesson went as planned", or "this is what I need to do next time to benefit my students". Not all classes will be so even keeled and well mannered. A feeling of respect was within the classroom. Your practicum teacher nor you needed to use a loud voice to get attention, and when students are so engaged with a project at hand, it reduces the level of unacceptable behavior. Not all classes will be this attentive, so continually be on the lookout for different techniques to pull the class back to the task at hand.</p>
<b>Overall Rating:</b>	Partially Proficient

<p><b>Suggestions for Improvement:</b></p>	<p>Creating a lesson is comparable to writing a paper or speech. You need to grab your 'audience' in and when finished, close it down. Sharing their titles at this time was a great way to show that even though all students were studying the same information, they were perceiving it differently. Through reflection, we talked about the information given to them on historical facts, fun facts and disastrous facts. Since this was your goal for this day, it would have been beneficial to put that on your smartboard and review it to preface going into the color coding. You surrounded your lesson around tactile (hands on making their own text boxes), lots of visual with your power point and auditory. By giving short, precise directions, the students knew exactly what was expected of them. An important segment, to lower any anxiety, was putting the multiple steps for their project on the smartboard. They had heard it, now they could see exactly what was expected of them. As we reflected, remember that you are the boss and at any time you need to stop the class, and discuss something, do it. It prevents you from going around and repeating yourself numerous times and frees you up to help with a concern instead of repeating directions. Even though you had numerous technology experts in your room, you took away the anxiety of those that weren't so high in technology by stating the text boxes could be as plain as a square, or as creative as they wanted to be. Without even realizing, you were differentiating to make all students feel comfortable with project at hand. When there is so much excitement about a project, you want to keep it going for the next day. So for closure, the students could've shared perhaps their text box shape, or a fun fact, etc., to get them revved up for the next days' work.</p>
<p><b>Overall Rating:</b></p>	<p>Proficient</p>
<p><b>Suggestions for Improvement:</b></p>	<p>As we discussed Jacqueline, all students strive to be noticed. Be careful not to keep yourself in the front of the room. Not just as the students are working, but even as you are presenting, use the whole classroom. Movement within a classroom is essential for it shows the students you are available, and it gives you a very easy way to spot check for understanding to the lesson at hand. It also allows you to discipline them easier, if needed, without making a big scene, for you're already on the move. The time management was good by breaking it up with classroom discussion then work time. Doing only one text box and going back at it at the next lesson gives them time to think and be even more creative, if they so choose.</p>
<p><b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b></p>	<p>Yes</p>

**General Comments:**

In reflection, you admitted it was a huge step for you to come in and teach 5th grade, but you are doing it with grace. Stepping out of your comfort zone has given you the confidence to know you can teach at any level. The partially proficient mark is not a negative toward your teaching ability. It is there because you have just begun the journey to becoming that master teacher; which in turn, tells you that you have lots to discover, experiment with and learn to become that teacher. I truly enjoyed your lesson today. The excitement of the students was electrifying and it got me to want to create a text box. Enjoy the rest of your week and I look forward to your observation in March.