

## Practicum Student Evaluation Form

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| <b>Practicum Student's Name:</b>                  | Jacqueline Meier  |
| <b>Date:</b>                                      | 2017-03-28  |
| <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>                            | Partially Proficient  |
| <b>Suggestions for Improvement:</b>               | <p>Jacqueline, the benefit of teaching a lesson 4 times, is by the time you get to the 4th time, you will have it perfected to where you are comfortable with the lesson. Your reflection on the lesson was honest and open. Your ability to see what needs to be changed up in a lesson, will keep you growing as an educator. Classroom management, when doing an art assignment, tends to be much freer then when in a more academic situation. When giving a directive: eyes on me/ I will wait until I get everyone's attention, etc., be assertive, firm, and consistent: don't go on until you have everyone's attention. Use your bodily presence around the room to catch the attention of students that are not respecting your request. Hand on their desk/ hand on their shoulder/ works also. You need not be loud to be assertive; just firm and convincing that this is the way it is going to be.</p> |
| <b>Overall Rating:</b>                            | Proficient  |

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| <p><b>Suggestions for Improvement:</b></p>   | <p>You were very organized with your lesson plan, on Picasso art, having examples of different periods of his life, to step by step drawings of how to do their own Picasso art. Be careful not to spoon feed the students with telling them information. Especially with the exploration of art, let students decide the feeling, the meaning, etc., of the picture. You had wonderful examples of the Blue Period, the Rose Period, and then Cubism; instead of telling them what they should feel/see, let the students observe the picture for a few minutes and then share their thoughts. For some reason, students seem more inhibited when drawing a self portrait, or drawing anything for that matter. When noticing that students were struggling with the size of the oval, or the size of the eyes, or doing the side view compared to the front view, take control of the situation, and reteach. The important thing to remember when teaching is that it is more important for students to be comfortable with the information, then it is for the teacher to complete the lesson. You incorporated the senses of tactile, visual and auditory very well within this art lesson. Art isn't a very strong area for some people, so the more visual you can give them to use, the less anxiety they will feel to produce a product that they can be proud of.</p> |
| <p><b>Overall Rating:</b></p>  | <p>Proficient</p>   |
| <p><b>Suggestions for Improvement:</b></p>   | <p>As discussed previously, continue to use the whole classroom as your room. If you notice, numerous times, the 'active' students will be hanging out in the corners in the back. So switch up your lecture, and talk from the back of the room. When roaming the room, while students are working, don't hesitate to comment one way or another on what they are doing. It not only helps them proceed with the project in front of them, it is a short time that you can connect with that student. Be aware of student movement. After about 15 – 20 minutes of sitting in their desks, do an activity or a brain tease to get them moving. Perhaps with this lesson, you could have the students stand and act out the 'blue period', then the 'rose period' , to get activity level going but keeping with the theme of the lesson.</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>  |
| <p><b>General Comments:</b></p>  | <p>Jacqueline, you are so very willing to learn and take information given to you. As an educator, learning never ceases and you will continually be on the lookout for ways to change up your lessons to better fit your students' needs. Keep that warm smile going; it is a huge connection with your students, and keep up your good work!</p>  |