

Practicum Student Evaluation Form

Practicum Student's Name:	Patricia Brandt
Date:	2016-12-05
Practicum Student's Email Address:	plbrandt1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 400 - Elementary Practicum
Name of practicum teacher:	Kleo Mcleod
Cooperating School:	Cathedral
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>Patricia, you had numerous informal assessments going on throughout your reading lesson, and with the writing of the letter tomorrow, it will assess the vocabulary word of 'communication' that was the theme of your story. Using an assertive voice when getting students' attention was great! An assertive voice and a overly loud voice are two different tones: assertive, gets attention but still in a caring tone. Try to change up the jingles you use to catch your students' attention, for when you overuse one: class/yes, your students will begin to tune you out. It is good to have lots of 'jingles' to use, for what works one day, might not work the next. When doing reflection, always answer: what part of the lesson should I keep and what part needs to be changed and how. There will be times when you say: it's a keeper and leave it at that!</p>
Overall Rating:	Proficient
Suggestions for Improvement:	<p>Your reading lesson was very sequential and moved from one concept to another. It was a super way to incorporate a Social Studies lesson, finding the setting of your story. You did a good job of grabbing your students into your lesson of asking how they communicate. Interesting to hear how students communicate today compared to years past. You closed up your lesson perfectly of bringing back the word 'communication' with discussing the letters they were going to do the next day. A super way to get the students engrossed in a story is to present questions to them before reading the story: what do you think? As reflected, students do not like to be wrong, so at times, it is hard to answer that question. But, you kept coming back to: what do you think? Prediction is a great reading strategy. A great visual was having students find Korea on a map, along with the globe. Perhaps a tactile could've been having an envelope with an international stamping. Besides grabber/closure to a lesson, try to always plan to incorporate visual, tactile and auditory.</p>
Overall Rating:	Proficient

<p>Suggestions for Improvement:</p>	<p>You did a good job of using your time: each minute, in a classroom, is precious and can't be wasted! When running short of time, you immediately pulled in and began verbally reading. This helped in two ways: the students got to listen to good modeling of verbal reading, and it kept you within your time frame. Stay in tune with how long you have your students in one mode of sitting. As discussed, perhaps even walking around their cities would help them refocus. As the teacher, don't be afraid to move throughout the whole classroom. At times, your body presence speaks louder than words. It's a quiet way to refocus a student.</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>Patricia, you have a firm but warm rapport with your students; a person observing you knows you love doing what you're doing. You are so very willing to learn and take information given to you. As you finish up Block II, your experiences you will have, the information you will attain within your next step of Student Teaching, will be your foundation for your career. Absorb it all, like a sponge, for the sky is the limit when it comes to the educational world. Never stop challenging yourself to be the best teacher you can be. I look forward to hearing how student teaching goes for you.</p>