

Practicum Student Evaluation Form

Practicum Student's Name:	Shaylynn Mack
Date:	2017-02-11
Practicum Student's Email Address:	sgmack1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	cindy fischer
Cooperating School:	st. mary's elementary
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>Shaylynn, your Language Arts lesson on proper and common nouns is a keeper. It was very sequential, well thought out and followed the steps of Madeline Hunter's research. Your eyes, body language and voice were excited about the lesson, and that excitement transferred over to the students. You had good classroom management by using different techniques to bring the students back on task. As we reflected, using the wait time after doing a jingle, until all students are truly back on task, is letting the students know that you aren't just saying a jingle for practice, you mean it. Keep that list of techniques growing. Throughout your lesson you went from numerous informal assessments to a summative assessment at the end. Assessments are the tool teachers use to steer their next lesson. When studying their summative assessment, you will be able to tell if the students need further study of the standard on nouns.</p>
Overall Rating:	Proficient

<p>Suggestions for Improvement:</p>	<p>Great way to grab your students into the lesson was using that neat video on nouns. The jingle taught was a fun way to introduce your lesson. Using the smartboard, you transitioned from picking out nouns in a sentence verbally, to writing them on the whiteboard, to having them create their own sentences with a specific noun. In reflection, we discussed some other activities you could've done for students that were still struggling with what a noun was. Added activities are good to have ready for differentiation purposes. Also, to take away anxiousness for those students who were still doubtful, was to have students keep whiteboards down until you've checked in with the students struggling to give them a bit longer time frame. Following the steps of a lesson, you closed out your activities by having students review nouns one more time before handing out the summative. Doing this brought the students right back to task at hand: nouns. Throughout your lesson, whether it was how you wanted students to move, or throughout the activities, you had short, clear, precise directions. Doing this, gives you the opportunity to teach the standard at hand instead of spending time repeating directions.</p>
<p>Overall Rating:</p>	<p>Proficient</p>
<p>Suggestions for Improvement:</p>	<p>Good timing, Shaylynn, to have your students get up midstream of lesson and move from circle time to their seats. A good rule of thumb is 15 minutes of sitting, and then up and move. Keep in mind that it is just as important for the teacher to be on the move; use the whole classroom as the 'front' of the room. The teacher's bodily presence in different sections of the room is a great way to discreetly calm any student that is having difficulty staying on task. It also gives you a connection with the students. When the students were working individually, you created that connection by kneeling down to their level and talking to them eye to eye. Students strive to be noticed, and every little way a teacher can do that, reconnects you to them.</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>Shaylynn, you were well prepared for your lesson today and the excitement you had while teaching transferred to your students. They were engaged and seemed to be enjoying writing their own sentences and then sharing them. Keep up the good work, and I look forward to observing you in March.</p>