

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Bailee Garman
<b>Date:</b>	2016-12-09
<b>Practicum Student's Email Address:</b>	bagarman1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 400 - Elementary Practicum
<b>Name of practicum teacher:</b>	Stephanie Williams
<b>Cooperating School:</b>	Fort Lincoln Elementary
<b>Name of person completing this evaluation:</b>	Tom Conlon
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	mthomas.conlon@gmail.com
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>This was a small group reading lesson with the objective for the students to be able to identify and draw an event from the reading to demonstrate their comprehension. Bailee had asked the students to bring their colored pencils and their books and Bailee brought all the necessary other materials so that the students would be ready to learn with no interruptions. These little details seem unimportant but when they are not organized it can take valuable class time away from the learning. Students became readily engaged in the learning activity because of Bailee's planning.</p>
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>As Bailee began the lesson and the students found a place to sit on the floor, Bailee reminded them of voices off, and for them to find a place to sit by someone where they would be able to make good decisions. Upon hearing that, one of the students immediately moved to another place. This again seems trivial, but now the student made a responsible decision and therefore becoming in charge of his behavior. Bailee had the students take turns orally reading from the texts. Though this can be an effective strategy, one really needs to assess the purpose for this type of structure. Typically oral reading slows down the reading and many times other students do not stay focused following along. It is usually best to have the students silently read a passage, or to partner read if you are concerned about allowing for ability differences. One can use the analogy of a basketball team shooting layups with one basketball. When a player has the ball, the player is actively involved while the other players are only watching. When one student is reading, one can wonder how actively engaged are the other students.</p>
<b>Overall Rating:</b>	Proficient

<b>Suggestions for Improvement:</b>	This lesson was well matched to the standard and was well planned and organized. Bailee began by reviewing previous learning and then set a purpose for reading the selection and had the students focused on the objective. In this manner the students were not just reading the selection but understood the expectations. The students were engaged and seemed to work enthusiastically through the activity. Bailee was concerned during our pre-lesson interview about whether the students would be able to complete the activity in the given amount of time. Bailee helped the students keep their focus and gave them time reminders and because of this all the students were able to complete the activity and share their work with their classmates. Time is always an important component when teaching and Bailee was able to take full advantage of this in the lesson.
<b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b>	Yes