

Practicum Student Evaluation Form

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| Practicum Student's Name: | Bailee Garman |
| Date: | 2017-02-16 |
| Practicum Student's Email Address: | bagarman1@umary.edu |
| Teaching Major: | Elementary Education |
| Practicum: | EDU 400 - Elementary Practicum |
| Name of practicum teacher: | amy leingang |
| Cooperating School: | liberty |
| 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>Bailee, your Math lesson was very sequential and organized. You utilized the important senses within a classroom: auditory, visual and tactile. Assessments are the tool we focus on to develop our next lesson plan. You had informal assessments going on with the class discussion at circle time and at their desks as they used their whiteboards. Their formal assessment, their one worksheet, could've been used as a formal assessment, except that the students were confused with the directions, so much help was needed. Doing one page like that together, then letting them out on their own to do another, with the same directions, then you could use it as a formal assessment to guide your next lesson plan. Even though you were assessing your students on the same information of addition story problems, the sheet looked different than what you had done on the board, therefore the confusion. Lesson learned on your part, to try to do visuals in the same formation that the students will be assessed in. This class is very well trained and you didn't need much classroom management. When you did use a clapping/ snapping melody to get their attention, it was very good on your part to wait till they settled down before going on. Wait time and silence can be two strong components of classroom management.</p> |
| Overall Rating: | Proficient |

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| <p>Suggestions for Improvement:</p> | <p>Involving the students, when adding $13 + 4$, was a good way to grab them in and get them thinking of addition. As reflected, perhaps next time have an equation ready that doesn't leave just one student out of the mix. You consistently used math vocabulary of situation, problem, mystery box, etc. The students were very in tune with what you were saying/doing. The flow of your lesson of going from story problem on smartboard, to video, to story problem: all involved the same steps in solving a word problem. Always explain to a student, if you don't use their suggestion, as in the little one who came up with a subtraction problem. I could see that you wanted to stay within addition, but she didn't know that. Be careful to not spoon feed students. When asking students on how to write a problem ... let them actually write it and then discuss it. If you put up the correct equation before they get the chance to think, they will use you as a crutch. As discussed in first paragraph, organize your lesson to what they will be assessed in. I truly believe they knew the information on the worksheet, but it was written in a 'foreign' way, therefore causing confusion. When speaking to the students, asking them to do something, do not put 'ok' into your question. If so, someone will say: 'no', and then you are stuck with how to handle that.</p> |
| <p>Overall Rating:</p> | <p>Partially Proficient</p> |
| <p>Suggestions for Improvement:</p> | <p>You and your students had good movement throughout the classroom. Your students were moved from floor to desks in a good time frame. As the teacher, you didn't 'hide' behind a podium or smartboard control while doing video. You were right out amongst your students while the students worked on their seatwork; you roamed the classroom answering questions. You took control of the confusion, when you went up to the board and cleared up the 'drawing box' of the worksheet. Always keep in mind that you are the boss of the room, and if something isn't going the right direction, you have the right and responsibility to change up the lesson to clear up the confusion. As an educator, Bailee, a classroom of students can never be left alone for any amount of time. You learned a lesson last week, when you had the flu, of not calling in when you were going to be absent. Your principal will need to know if he/she needs a sub in your room, just as Mrs. Leingang needed to revamp her plans, if she had you doing something specific with the students that day. Also, there will be deadlines, as a professional teacher, that you will need to stay up to date with, just as your canvas journaling. Don't get in the habit of being late with something. If it is something you may forget, or something you're not too keen on doing, put up a sticky note in a site that you will see it and remember. Create positive habits and not habits that will hinder your professional career.</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> |

General Comments:

Bailee, you were well planned for your lesson today. The excitement you had while teaching it transferred to your students. You engaged them with a warm smile and helped them out with any confusion in a very calm manner. I enjoyed observing your lesson and look forward to seeing you in April.