

Practicum Student Evaluation Form

Practicum Student's Name:	MaryJo Guillbert
Date:	2017-02-10
Practicum Student's Email Address:	mguilbert1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	elise Freier
Cooperating School:	Rita Murphy
Name of person completing this evaluation:	sheila hager
Evaluator's Position:	Practicum Supervisor
Evaluator's Email Address:	sjhager@umary.edu
Overall Rating:	Partially Proficient
Suggestions for Improvement:	<p>MaryJo, to begin your teaching career, it was nice to have a small group of students to work with. Keep in mind that even though it is a short lesson and a small group, there is so much to add to a lesson to jazz it up. In reflection, you said there were questions you were going to ask but forgot. This is natural when you are beginning to teach. Put your lesson plan questions right in front of you until you get comfortable with the questioning and flow to a lesson. Once you are more comfortable, use sticky notes to emphasize the importance of a part of the lesson or a particular question, that you want to remember to ask. Even though you needed no classroom management, observation of any techniques will be very beneficial to you in the future. Throughout the verbal reading of the story, your informal assessments were the questions you asked. The foldable project was your formal assessment. The formal assessment will tell you if the students can recall the information or even if they have the ability to go back into the reader and find the facts. Be careful, as the educator, not to spoon feed the students. If they are struggling, instruct them on how or where to find the answer, but don't give them the answer. Teaching them the skill of how to find facts is an important standard in their education career.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>Your choice of reader fit very well with the reading standard and blended with the Science lesson the students were doing at the same time. In creating your lesson, your steps are to include a grabber, your teaching of the standard, checkpoint of the standard, practice and closure. A teacher's edition will give you all the basics of the lesson, but when creating it, step out of the box and add to that lesson. You'll have a strong lesson if you can incorporate the vision, tactile and auditory senses. Since the discussion was on severe weather, pull up pictures of ND severe weather conditions: recent blizzard, tornadoes, hail storms, etc. Or bring current events into it and bring up the devastation of the tornadoes down south this week. In the 'checkpoint' of the standard, preface the students' verbal reading by giving them comprehension questions to think about as the information is read, then review those questions after reading. In comprehension, it was good to see you bring in what the students do at Murphy to practice for severe weather. It makes the lesson more real when you can relate what they are learning to their actual day to day lives. You did a great job with the grabber of playing a game reviewing the vocabulary. Pull that back in to have closure. Even though the students were finishing up a project at the end of the lesson, take a few moments to review the 3 main topics from the story to wrap up the lesson.</p>
<p>Overall Rating:</p>	<p>Partially Proficient</p>
<p>Suggestions for Improvement:</p>	<p>Students need to move around after about 15 minutes of sitting. Even though they were in close proximity to you, a quick movement for them would've been for them to switch seats. Doesn't disturb anything, takes a second to do, and gets the wiggles out. When students are reading, the more excitement you can show through your eyes, body language and responses, the more excited they will be to continue reading. Even though you were working on comprehension, modeling good verbal reading is always in the mix. Perhaps you could've read a paragraph here and there to be that model.</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>MaryJo, you are just at the beginning of a career that truly never ceases in the learning curve. You will continually be looking for ways to change up your lessons to better fit your students' needs. Take all ideas you see, hear, and are shown, and try them out to see what fits your personality and the personalities of your students. The partially proficient marks are not a negative toward your teaching ability. They are there because you have just begun the journey to becoming a master teacher: which in turn, tells you that you have lots to discover, experiment and learn. I look forward to observing you in March.</p>