

Practicum Student Evaluation Form

Practicum Student's Name:	Kylie Fettig
Date:	2016-04-12
Practicum Student's Email Address:	kefettig1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	Sara Brilz
Cooperating School:	Northridge Elementary
Name of person completing this evaluation:	sheila hager
Evaluator's Position:	Practicum Supervisor
Evaluator's Email Address:	shager5@hotmail.com
Overall Rating:	Partially Proficient
Suggestions for Improvement:	<p>Kylie, you grabbed your students attention with that colorful picture of the toucan. You used that enthusiasm to teach them the three points of interest within your lesson: I learned, I wonder, Wow! As we discussed, your lesson was very well planned out, the area that needs work is your classroom management. You used many different techniques: 10 – 9 – 8, etc., voices off, going to stop a minute ... all good techniques, but you need to use them more assertively and then wait until all are attentive. As a teacher, don't let yourself get into the bind of counting, threatening, etc. and then not following through. If you say you will wait, then wait until all are quiet and refocused. Your reflection was very honest and it will be an intricate part of you growing as a teacher.</p>
Overall Rating:	Partially Proficient
Suggestions for Improvement:	<p>Your lesson was very sequential, well planned out and interesting. You grabbed them in with the discussion of rain forests and then the picture of the toucan. Your voice showed that you had questions about toucans, and that got the discussion growing of the students' questions about toucans: 'I Wonder'. To keep your students' desire to find out information on toucans, switch it up this week with power points, books, different pictures of toucans. Keeping all senses in mind to go with a lesson, and to intermingle this lesson with math, you could answer the "I wonder" question of how long beaks are, and then have them measure it out and draw a beak, either on the board, or individually on paper. Another way to involve your students, is to bring back one of the 'I Wonder' questions with the answer on a power point and let them discover the answer. Keeping students involved breaks up just sitting and listening to discussion, and again, involves all the senses. Good closure of your lesson, reviewing your chart of three questions to prep them of where to put the answers you find.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>Even though you were in a very small space, you moved within that area to retain the students' attention. After doing a good movement activity (nose/head, etc.), we discussed how you could move the students to a different spot. This is a very active group of students, therefore you need to keep in mind that 5 – 10 minutes of sitting is maximum. In questioning, be assertive of how many questions or answers you will accept: 5? Then count down from 5 and the students will know when it is a closed subject and you are going to move on.</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>You are very willing to learn and try out new ideas. Never stop that craving for looking for new ways to teach your students! You are learning that what keeps students on task one day will not work the next day, even with the same group of students. In being firm and assertive in your discipline, it will let the students know that you are in control and have a lesson to teach. Thank you for allowing me to observe your LA lesson; the excitement in your voice and body language transferred over to the students, and they were as excited about toucans!</p>