

Practicum Student Evaluation Form

Practicum Student's Name:	samantha seibel
Date:	2017-02-14
Practicum Student's Email Address:	srseibel1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 400 - Elementary Practicum
Name of practicum teacher:	holly johnson
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>Samantha, your math lesson on addition did not include a formal assessment, but you had a very good informal assessment going with the discussions and then the game to follow. If you wanted to know, individually, which students understood this math concept, at closure you could've given each student a sticky note, the number 10, and had them come up with a math solution. This knowledge would then help guide you on planning tomorrow's lesson. When doing reflection, always answer: what part of the lesson should I keep and what part needs to be changed and how. The students were so in tune with the game, not much management was needed. In practicing the one technique, you asked the students to raise their hand if they could hear you Then you waited. It is very important, when using a technique, that if the students aren't following through with your command, that you wait.</p>
Overall Rating:	Partially Proficient

<p>Suggestions for Improvement:</p>	<p>When beginning your lesson, before getting right into the game, review a few math problems to get their mind set on what they are going to be doing during that lesson, and also use it as your grabber to test out previous knowledge. It was very beneficial for you to be working on the same type of game board that the students were, but since the visual was real important to their knowing how to play the game, perhaps you could've used the board and made it larger. Since your standard was on the commutative property, more emphasis needed to be put into that during the teachable moments, before sending the students out to play their game. The area we discussed during reflection was to work on giving clear, precise, and short directions. Make sure that the students are tuned into you and not in motion while giving directions. If you realize you have forgotten a direction, stop all students, review direction, then go on. This frees you up to teach instead of repeating directions numerous times. Your closure was very fitting for the lesson. It pulled everything together, challenged their minds a bit farther, and stuck it right to the standard.</p>
<p>Overall Rating:</p>	<p>Proficient</p>
<p>Suggestions for Improvement:</p>	<p>It is a rule of thumb to having students stay in one mode no longer than about 15 minutes. Your split of time for your lesson was very well planned, in the line of time management and movement for the students. As the students were engaged with their game, you rotated the classroom very well and you were able to help those students that needed the extra direction.</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>Samantha, as an educator, learning never ceases and you will continually be on the lookout for ways to change up your lessons to better fit your students' needs. Thank you for sharing your lesson and reflection with me. Great teaching comes from understanding what works and what does not work for you as a teacher. Enjoy the rest of your week and I look forward to working with you in April.</p>