

Practicum Student Evaluation Form

Practicum Student's Name:	Rachel Nistler
Date:	2016-02-24
Practicum Student's Email Address:	rmnistler1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	Julie Eder
Cooperating School:	Miller Elementary
Name of person completing this evaluation:	Tom Conlon
Evaluator's Position:	Practicum Supervisor
Evaluator's Email Address:	Mthomas.conlon@gmail.com
Overall Rating:	Proficient
Suggestions for Improvement:	This is a class of 17 third grade students. Rachel taught a lesson on Fact and Opinion. Rachel had the class sit on the floor facing a flip chart and Rachel. The close proximity of this arrangement helped the students to stay attentive, it enabled them to see the chart as well as the pictures from the book Rachel read to them, and also allowed Rachel to monitor the students understanding of the learning. The students were most attentive, in fact, Rachel did not need to use any strategies to redirect any of the students. Seating arrangements for varying lessons and the proximity of the teacher to the students are important variables to keep in mind for each lesson.
Overall Rating:	Proficient
Suggestions for Improvement:	Rachel began the lesson with a review of prior student learning. Rachel used an excellent strategy of starting a review question by asking the class, "Who can raise their hand and tell me what is a Fact". By phrasing the question in this manner she not only had the students thinking about the question but it also became a student management strategy, that she wanted students to raise their hands to respond. She then asked some exploratory questions about Fact versus Opinion by asking the students to turn and talk with a partner about the questions. This method encourages all students participation but also encourages the timid student to participate with the whole group as they were already successful answering the question with their partner. When giving directions for an activity, Rachel will want to explore modeling the behavior or expectations she has for the students. This will increase student understanding of her expectation.
Overall Rating:	Proficient

<p>Suggestions for Improvement:</p>	<p>Rachel focused her lesson on just two standards. It is important to understand that a lesson can incorporate many standards but one really needs to stay focused on the goal of the lesson, in this way the students will more readily stay focused as well.</p> <p>As Rachel continues on her journey of becoming a teacher she will want to try to personalize the learning for the students by bringing in her personal stories related to the lesson and allow the students to do the same. This will add more meaning for the students and with that comes understanding.</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>This was just the second day of teaching a lesson by Rachel. Rachel was concerned prior to the lesson about her communication skills in explaining things to the students. Following the lesson, Rachel thought this lesson was much better than the first. We talked about the importance of reflecting on each lesson and each day of teaching, and how a professional teacher will spend their career reflecting and looking for new ways to improve.</p> <p>Rachel seems to be off to a good start in this Practicum I program. I marked proficient above based on how well she is doing in this initial step of her career in education.</p>