

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Ashley Meyer
<b>Date:</b>	2016-04-17
<b>Practicum Student's Email Address:</b>	aemeyer2@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 300 - Elementary Practicum
<b>Name of practicum teacher:</b>	Nicole Nodland
<b>Cooperating School:</b>	Northridge Elementary
<b>Name of person completing this evaluation:</b>	sheila hager
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	shager5@hotmail.com
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Ashley, you had a fun lesson to observe today incorporating compare/contrast with a Venn diagram. Since it was the second day in your series of compare/contrast, it was such a learning tool for you to see what information they had retained from the previous lesson. With it only being the second day of your lesson, you didn't need that formal assessment yet, and had numerous informal assessments intermingled throughout. A great way to show students that you are serious when refocusing them is to give them wait time. Using your technique, then truly waiting until they are refocused, shows them you need their attention and will wait for it. You weren't in the need for many refocusing tools throughout this lesson, but keep your eyes open for several different techniques to put in your 'pocket' for further reference.</p>
<b>Overall Rating:</b>	Partially Proficient
<b>Suggestions for Improvement:</b>	<p>You did a terrific job with your lesson on compare/contrast. The lesson flowed well from one phase to another. Your choice of books to reteach compare and contrast was great. You led them into the story prefacing it with a statement of what they should be listening for, blending it with compare and contrast. When knowing that their end task was using a Venn diagram, it would've been helpful to have a visual of that up so you could've used it throughout your discussion, making them a bit more at ease with the terminology and the usage of it. A closure is as important as the grabber into your lesson. Keep in mind that it doesn't have to be a long drawn out process to close up. Perhaps, in this lesson, a 10 – 15 second review of compare/contrast, and your lesson is closed.</p>
<b>Overall Rating:</b>	Proficient

<p><b>Suggestions for Improvement:</b></p>	<p>The timing of your lesson was very well planned, going from one activity to another. The change up would be in the students' sitting time. The rule of thumb is to have students sit in one spot for only 10 – 15 minutes at a time. Perhaps have fixed into all lessons a 15 second 'move' time, even if it's touching toes or standing up and getting out the wiggles.</p>
<p><b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b></p>	<p>Yes</p>
<p><b>General Comments:</b></p>	<p>Ashley, you were well planned and prepared for your lesson today and the excitement you had while teaching it transferred to your students. Your students were engaged and an observer could tell how engrossed they were when they started chanting part of the Little Red Hen story. Good Job!</p>