

Practicum Student Evaluation Form

Reference #	8926465
Status	Complete
Practicum Student's Name:	nathan humann
Date:	2017-02-06
Practicum Student's Email Address:	nmhumann1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	mike ulmen
Cooperating School:	st. mary's elementary
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:

Nathan, when reflecting your lesson, you were right on how well your lesson was organized and its content, but you were able to see that time management and transitioning were two areas that needed work. This is a huge step in the education field: know what works/ know what doesn't work, and be willing to change it up to fit the needs of the students. In classroom management, if you make a statement, remember to follow through. Ex: class, I'll wait till you're quiet. (now wait). If you need to, move around the room, your presence by a student may be enough to silence them. Working with a very talkative group is an advantage to you, for you can practice all week different strategies to see what works and doesn't work. What works for one classroom, though, won't necessarily work for another so always be on the look out for new ideas/techniques to gather your students in. You had numerous informal assessments throughout your lesson: thumbs up/down, discussion, technology search. Assessments are what guide your next lesson plan, so it will be important to look at the small part of the worksheet you gave them, to see if they could sequence that story. Or perhaps, you could've taken your lesson concept of inventions, and had them develop a sequence of inventions. When assessing students, always try to assess them on the standard that was taught on that given day. That way you are truly assessing their knowledge and not just giving them busy work.

Overall Rating:

Partially Proficient

Suggestions for Improvement:

It was a good thought to open up your lesson defining sequence, but if you open with an action, (as a grabber), you not only 'catch' their attention, but they would always relate your topic of sequence to that. From the sequence action, it would have led you right into your nice discussion of sequence definitions. Your lesson was well thought out and organized. Auditory, visual and tactile senses were all being used. These are important components to all lessons so that you reach out to all students' strengths. It was a fun lesson to watch in action, but as we discussed, a difficult one to manage. You were well prepared for it, but adding crystal clear/ short directions will help; and remember, at any time in a lesson that you are answering the same question over and over, stop, redirect, then continue. You began your lesson with listing different sequential items and it was a good way to wrap up the lesson, adding a few more.

Overall Rating:

Partially Proficient

Suggestions for Improvement:

Nathan, your reflection that time management was an important part to the day, is very true. What you should keep in mind is that completing the lesson is not nearly as important as knowing that the students understand the concept. So, when realizing you were running out of time, think on your feet of what is important to the lesson and what can be continued another day. In this instance, sequencing the students' inventions that they researched, was an important part for students to see. Also, a person could tell by the students' responses that they were enjoying listening to all the dates that certain objects were invented. In proximity, make sure that the whole classroom becomes your work area. Never use the 'front of the room' as your only spot of 'attention'. If you roam, your bodily presence can calm students, and it also helps you stay in touch with each student or group of students as they work on any given task.

Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?

Yes

General Comments:

It takes a team of teachers, staff and parents to educate students today. You are becoming part of that team in your practicum work. Take advantage of all your volunteer hours, recording/journaling and using all resources available to you. 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. Keep up the good work and I look forward to observing you in March.

Last Update

2017-02-06 17:22:05

Start Time

2017-02-06 17:16:10

Finish Time

2017-02-06 17:22:05

IP

96.3.154.37

Browser

Chrome

OS

Windows

Referrer

N/A
