

Practicum Student Evaluation Form

Practicum Student's Name:	carson fuchs`
Date:	2017-02-14
Practicum Student's Email Address:	cmfuchs1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 400 - Elementary Practicum
Name of practicum teacher:	julie ward
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>Carson, what a wonderful classroom you are working in. Even though your practicum teacher says they all came to her this way, it takes training and retraining to have students act with such respect. With whatever classroom management technique you do, remember to give a waiting time. If you say: "I'll wait till eyes are on me", then follow through with that. Wait until eyes are on you, then proceed. Your informal assessments were so interesting as the students shared their knowledge of Antarctica and kept the discussion going through the power point. To test their knowledge, it was a good assessment to turn around and fill in the 'L' part of their chart after the power point. To challenge your students, since not all of the 'W' in their chart were answered via the power point, you could've challenged your students to do some research and see if they could find the answers to their questions.</p>
Overall Rating:	Partially Proficient
Suggestions for Improvement:	<p>Reviewing the previous studied continents was a good way to grab students into your lesson. You were very organized with your lesson, having the chart ready, and the power point loaded on computer, but a huge lesson learned today was to practice all technology before using it. Since Antarctica was a new continent, the clearer your visuals and information, the more the students would comprehend. In our reflection, I shared possibly comparing Antarctica to a very familiar area: North Dakota. In your power point you mentioned animals, temps, rain amounts, jobs, land It would've been a great discussion to compare the two: the familiar with the unknown. As mentioned, it was good to finish up the 'L' part of the chart after power point, but practice giving short, clear, and precise directions. You presumed that the students would know what to write, how much to write, where to write. Before you started writing on the chart, direct students to exactly what you expect from them. Your lesson needed a closure. A perfect one would've been discussion of the animals since you were sliding right into a science lesson on 'blubber'.</p>

Overall Rating:	Proficient
Suggestions for Improvement:	Carson, you had good time management within your lesson. It flowed from discussion, chart, power point back to desks and journaling. Doing the lesson this way, got the students moving and also changed up the way you presented the material. Roaming the room, commenting on their journaling gave you a chance to comment and/or ask questions about Antarctica.
Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?	Yes
General Comments:	Your week in third grade will be a busy one. Thank you for sharing your lesson with me. It takes a team of educators, staff and parents to educate today's students. Use all the resources available to you and learn by watching and experiencing, what works well for you. I look forward to observing you in April.