

Practicum Student Evaluation Form

Practicum Student's Name:	Rachel Beery
Date:	2016-10-14
Practicum Student's Email Address:	rabeery1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	Jennifer Draovitch
Cooperating School:	Lincoln 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:	<p>Flexibility is very important to a teacher's success. As Rachel began her lesson today on informative writing, the fire alarm sounded. Upon returning to the classroom, Rachel recognized the students excitement and without looking for the classroom teacher's advice, calmly led the students in a calming activity called minute moves. Within just a couple of minutes the students excitement calmed and Rachel began the lesson. This is how a veteran teacher would respond, recognize the student excitement and do a calming activity before trying to begin the lesson.</p> <p>Rachel used a variety of methods to assess student learning including, individual student writing, a thumbs up/down, and monitoring students during their work time.</p>
Overall Rating:	Proficient
Suggestions for Improvement:	<p>Rachel began the lesson with a review, introduced the lesson and added a personal touch by sharing a story about her grandmother to set a purpose for the new learning that the students could really relate to. All of these strategies are very good researched based and with the positive environment created in the room led to students engagement in the writing activity. Rachel used the technology provided in the classroom to enhance the lesson which visually supported the student learning. In the future, Rachel could help the students visually focus on the new learning by writing "Informative Sentence" including a definition on the board. Though this lesson went well, Rachel may also want to include in her planning defining methods of how she would want students to respond in a group setting. Each lesson can call for its' own student response strategy and the teacher needs to be prepared for how he/she would believe best within the particular lesson.</p>
Overall Rating:	Proficient

Suggestions for Improvement:	Rachel appeared to have a very professional level of confidence as she presented the lesson. She seemed to have a firm grasp on what she wanted the students to learn, how she would present the lesson, and how she would assess the learning. She did an excellent job of setting the tone, reviewing previous learning, and giving the students purpose for the lesson. These were way above the norm for the first teaching experience in Practicum I. Rachel will want to build on this by reflecting on why the lesson worked as well as it did and how she could build on it in future.
Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?	Yes