

Practicum Student Evaluation Form

Practicum Student's Name:	Bridget Reddeer
Date:	2017-02-09
Practicum Student's Email Address:	bredder1@umary.edu
Teaching Major:	Elementary Education
Practicum:	EDU 300 - Elementary Practicum
Name of practicum teacher:	Markelle Docter
Cooperating School:	Liberty
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>Bridget taught two language arts lesson, both dealing with inferences. Bridget checked for student understanding by pairing students and asking each group of an inference they could decide upon together and then shared that with the class and also with the whole group in a guided practice activity. In a future lesson she will want to assess each students knowledge in a more formal fashion.</p> <p>The classroom teacher has developed a supportive, working atmosphere, where students transition from one activity to another in a quick but casual manner and are ready for the next activity. Bridget will want to visit some with the teacher about how this was accomplished and how she continues to coach this with the students. One strategy used today was the use of a light sounding chime which indicated to the students it was time to stop their independent activity and proceed to the next lesson.</p>
Overall Rating:	Proficient
Suggestions for Improvement:	<p>It was evident Bridget was well prepared for the lessons she presented. Bridget had clipboards with paper for the small cooperative groups to use to respond in a guided practice portion of the lesson. She also choice large books so that all students could easily see. These strategies may seem insignificant but they can save time and it shows how Bridget understands the importance for all students to see.</p> <p>Bridget made a great choice in finding a book the students could readily find inferences on each page of the book. This again saved time in that the students readily found the inferences, in addition the students stayed engaged, and most importantly were succesful and became more confident in their responses as the lesson went on.</p>
Overall Rating:	Proficient

<p>Suggestions for Improvement:</p>	<p>With both lessons, Bridget will want to spend more time in the anticipatory set of the lesson. Although she included a short review of previous learning, she will want to further develop that, and also share with the students the purpose and her expectations of the students within the lesson. In the second lesson Bridget had prepared a chart using the Smart Board which included "Evidence", "What I Know" and then the "Inference" and then had another large book the students were to work together on during a guided practice. The students were asked to look at the pictures and complete the chart to develop their inference. These visuals seemed to work very well as they helped the students focus and understand the process of finding inferences. In both lessons, as the lesson concluded, Bridget simply dismissed the students to go to the next activity. In the future, Bridget will want to summarize the learning with the students and at times will also want to discuss next steps with the students. The beginning and ending portions of any lesson are so important to learning as one prepares the students with expectations for the lesson and then helps them to wrap up their new learning as the lesson concludes.</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>