

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Sarah Clark
<b>Date:</b>	2017-03-27
<b>Practicum Student's Email Address:</b>	srclark1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 300 - Elementary Practicum
<b>Name of practicum teacher:</b>	Carmella Ballantyne
<b>Cooperating School:</b>	Moses
<b>Name of person completing this evaluation:</b>	Tom Conlon
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	mthomas.conlon@gmail.comh
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>This class was conducted Monday morning as Sarah began her second week of her Practicum I experience. Sarah deliberately asked students to turn and talk with a partner to probing questions she had developed to determine the students background knowledge on this lesson on Comparing and Contrasting. This was an excellent strategy as Sarah began the week, in order to direct her instruction based on student prior learning.</p> <p>This second grade class can be a very active group but Sarah had a well prepared lesson, kept a good pace within the lesson, kept the students engaged, and was very positive in her approach with the students which created a very good learning atmospere.</p>
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Sarah began the lesson with a review by asking the students to think for 30 seconds about what they remember about Comparing and Contrasting, she then had the students turn and talk with someone sitting close by to share this knowledge and then asked some of the students to share their thoughts with the class. This seemed to be a very effective method of getting each student initially engaged in the learning as they thought on their own and then shared their ideas.</p> <p>Sarah incorporated many vial aids to keep students focused on the lesson including a large picture book, the Active Board with flip charts. Sarah recorded students responses on the flip charts which reinforced the students and their learning.</p>
<b>Overall Rating:</b>	Proficient

<b>Suggestions for Improvement:</b>	Sarah's lesson was well developed as she had planned a review of previous learning, created a mental set as the lesson began, provided good input, and then planned a summary and set expectations for future learning. These are researched steps of an effective lesson and Sarah incorporated these steps into her planning. Sarah was well prepared as she planned and used the Active Board with flip charts and had a large picture book she used as a basis for instruction.
<b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b>	Yes