

## Practicum Student Evaluation Form

<b>Practicum Student's Name:</b>	Catherine Gibbens
<b>Date:</b>	2015-12-03
<b>Practicum Student's Email Address:</b>	cjgibbens@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Practicum:</b>	EDU 300 - Elementary Practicum
<b>Name of practicum teacher:</b>	Ms. Miller
<b>Cooperating School:</b>	Pioneer Elementary
<b>Name of person completing this evaluation:</b>	Mike Taylor, PhD.
<b>Evaluator's Position:</b>	Practicum Supervisor
<b>Evaluator's Email Address:</b>	mwtaylor@umary.edu
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Good series of questioning strategies - direct instruction most evident to start. Movement around classroom helpful - proximity always important when directing student behavior. Indirect/coop learning occurred with project re instruments with Lewis and Clark's time period. "I know its been a long day - so if you wiggle a little in your chair that's ok - without banging..." Excellent strategy - will monitored and enforced! Variety of assessment approaches evident - primarily with a variety of questioning strategies to check for understanding of the content - including review of text material. Collected inferences worksheet to see what students understood - other aims with the sheet? What would be some ideas to extend this lesson/understanding with what you gained from reviewing the worksheet??? Important that students see value to the worksheet - how it connects in the knowledge process.</p>
<b>Overall Rating:</b>	Proficient
<b>Suggestions for Improvement:</b>	<p>Questioning strategies were good quality. Direct and indirect/coop learning evident. Students really focused for Catherine. Conferenced well individually with students - reflected individual question to group. Good mix of content with music. Addressed another class in the hallway "5th graders a little load out here..." Questions continued with music and musical instrument - excellent! To what end was all of this? Led to setting historical context and understanding during this historical time period. Brought the questioning to what learned in text book - "French name..." "Eyes on me..." Excellent follow through - you waited for the eyes AND redirected a group of boys who hadn't "complied" yet. Used worksheet to assist students with documenting what they are understanding during the lesson.</p>
<b>Overall Rating:</b>	Proficient

<p><b>Suggestions for Improvement:</b></p>	<p>Communication skills good - voice was articulate - clear! Enthusiastic voice - good eye contact and knew all students names. Voice volume always important - ok to keep softer than louder - students will lean in. Appears very much at ease in emerging role - only could assess strong relationship with students and immediate teacher in classroom - appears strong! Shared used to play an instrument - always good to share background. Pleasant demeanor Catherine - loved the smile at times when appropriate could be direct in terms of redirecting behavior. Good timing and judgment! SOLAR plan submitted appears to have strong connection to lesson taught. Always good to "pack" the lesson with multiple approaches - the key point is IF you don't get to all that is in the lesson - can forward to another time/day. Dressed profession - "business casual" - comfortable - very appropriate for highly engaging environment for 4th grade.</p>
<p><b>Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher?</b></p>	<p>Yes</p>
<p><b>General Comments:</b></p>	<p>Very impressed immediately with Catherine in the classroom. It is evident her cooperative teacher models VERY effective teaching and learning strategies - I think this is a good benefit to Catherine's success. Catherine's relationship with male students is notable - and seemed at ease with classroom management strategies. Many examples of what Donald Schon would call reflection IN action - due to what was planned in the SOLAR lesson plan. Invite Catherine to meet with me anytime to discuss this lesson and other thoughts regarding teaching and learning - Boniface Hall #313.</p>