

Reference # 8933338

Status Complete

Login
Username

Login Email

Practicum
Student's
Name: * katie berg

Date: * 2017-02-10

Practicum
Student's
Email Address:
* kjberg1@umary.edu

Teaching
Major: * Elementary Education

Practicum: * EDU 300 - Elementary Practicum

Name of
practicum
teacher: * darla torgerson

Cooperating
School: * Shiloh Elementary

Name of
person
completing
this
evaluation: * sheila hager

Evaluator's
Position: * Practicum Supervisor

Evaluator's Em
ail Address: * sjhager@umary.edu

Overall Rating: Proficient

*

Suggestions for Improvement: Katie, you had informal assessments going on throughout your Language Arts Lesson on compare/contrast. Since you are continuing your lesson tomorrow, on the same standard, the venn diagram, planned will become your formal assessment. Even verbal discussion, as informal assessments, will help you steer your lesson as to what needs to be reviewed before completing the venn diagram. It's not often that you need so little classroom management with students. That doesn't just happen within a classroom; they have been trained to respect and respond in a positive manner. Cheers to your practicum teacher. The ability to reflect on what you would change and keep in your lesson is a huge step in the education field: know what works/ know what doesn't work, to change it up to fit the needs of your students and yourself.

Overall Rating: Partially Proficient

,*

Suggestions for Improvement: Your lesson was very organized and had a nice flow of going from grabber, teaching the standard, and practicing the standard with the charts. When finishing up a lesson, you need to close it up. Closure need not be long, but as we reflected, perhaps just redefining compare and contrast and venn diagram. This review sets up your lesson for tomorrow. Your video was received well, with some students remembering the jingle. Even though you thought the video to be 'cheesy', be careful not to voice that opinion. Let students make their own judgements. After the video was over, it was very good for you to spend a minute or two reviewing it, for it was surprising how the jingle was remembered by students and helped give them a vision of a venn diagram as you drew it on the board. In comparing the two books of choice, before reading them, give the students a focus point of what to listen for. For ex: in the first one, how was the wolf described that would be fictional; in comparison to the second book, how is the wolf described that would be factual. Two things are happening: you are using vocabulary you introduced in your grabber, and you are leading your students right into your venn diagram activity. Your students were very attentive to your stories: 1) you had good choices of reading material 2) you asked questions along the way, while reading, to keep them on task.

Overall Rating: Partially Proficient

,*

Suggestions for Improvement: Not only do the students need movement throughout a lesson, but you, as the teacher, need to use the whole classroom as the 'front' of the room. For a general rule, students in the primary area will need to get the wiggles out after about 15 minutes. We reflected that after the first wolf story, you could've had the students move for a minute or two, like a wolf, just long enough to get the wiggles out and perhaps a few giggles. We then discussed that while reading your books, move to different spots of your room. Let the back be the front and vice versa.

It was wonderful to see you give students 'think time' before they answered. Not all people can immediately come up with an answer, they need to think it through. It is obvious Katie, that you are developing positive relationships with your students just by the responses you gave as the students helped you create your charts and by the individual attention you gave to students as they answered questions throughout the lesson.

Do you believe this practicum student has the knowledge, skills, and attitude required to become an effective student teacher? *

Yes

If you answered NO to the question above, please list the knowledge, skills, or attitudes this student must improve to become an effective teacher.

General Comments:

Katie, you are very willing to learn and take information given to you. As an educator, learning never ceases and you will continually be on the lookout for ways to change up your lessons to fit your students' needs. You did a good job on your lesson today, learning flexibility after being sick a good portion of the week. The partially proficient marks are not a negative toward your teaching ability. They are there because you have just begun the journey to becoming that master teacher; which in turn, tells you that you have lots to discover, experiment with and to learn, to become that master teacher. I look forward to working with you in March.

Last Update

2017-02-10 15:45:57

Start Time	2017-02-10 15:35:26
------------	---------------------

Finish Time	2017-02-10 15:45:56
-------------	---------------------

IP	96.3.154.37
----	-------------

Browser	Chrome
---------	--------

OS	Windows
----	---------

Referrer	N/A
----------	-----