

Practicum Evaluation

This form is completed by the mentor teacher after three weeks and in the final weeks of THE Practicum experience. Students with more than one placement need one evaluation from each assignment. This form may be completed electronically and submitted via e-mail to the college supervisor. Alternatively, this form may be printed, signed, and returned to the college supervisor via the student teacher. Completed and authenticated forms are kept on file at the Neff Center.

Student Teacher: Siera Speer	School: Marion Middle School
Mentor teacher: Tim Smith	Grade/Subject: Art 6-8
Date of form: 11/9/15 Signature/Date: <i>The mentor teacher should sign if this form is printed. If e-mailed from mentor, the supervisor will print and sign before filing.</i>	

Use the scale below to rank the development of the student teacher at this time. Please also comment in the spaces provided -- being as explicit and specific as possible. Thank you.

- 5 = Excellent. No improvement needed. Unusual for a new teacher.
- 4 = Very Good. Appropriate for this stage of development. Shows signs of moving towards excellence.
- 3 = Adequate. Still struggling but shows signs of improving. Capable of becoming a good teacher with more guidance and practice.
- 2 = Inadequate. Struggling but with few signs of capability for improvement.
- 1 = Missing or so spotty as to be inadequate and detrimental. Unmotivated or incapable of change. May not be a suitable candidate for teaching at this level.

Subject Matter Knowledge

- 5^L The practicum teacher's instructional plans demonstrate an understanding of the content.
- 5^L The practicum teacher demonstrates an understanding of the subject matter to the extent necessary to teach at this level.

Comments: Very knowledgeable about the arts

Pedagogical Knowledge

- 4¹ The practicum teacher uses positive motivation techniques.
- 4¹ The practicum teacher has high, but realistic expectations for student performance.
- 4¹ The practicum teacher plans all pupil contact time.
- 5¹ The practicum teacher's instructional plans demonstrate an understanding of the content and an awareness of the variety of ways in which skills and concepts can be learned.

The practicum teacher's unit plans generally include:

- 5¹ clearly identified long-range goals and short-term objectives.
- 5¹ the materials and methods to be used, demonstrating a variety of ways to illustrate information.
- 4¹ use of special supplementary sources when appropriate (such as a library, field trip, resource person).
- 5¹ provisions for students to have guided and/or independent practice.
- 5¹ specific plans for actively involving each student in the learning process.
- 5¹ a variety of methods, formal and informal, to evaluate student understanding.
- 5¹ The practicum teacher's daily written lesson plans are detailed enough for another teacher and/or substitute to use.

Comments:

Teaching Skills

- 5¹ The practicum teacher creates an environment in the classroom where students feel free to be a part of the class and in which they work productively toward important goals.
- The practicum teacher frequently praises the academic performance of students.
- 4¹ The practicum teacher models active involvement and demonstrates visible leadership.
- 5¹ The practicum teacher leads students to understand concepts and skills, demonstrates how they operate, provides opportunities for student practice as a significant part of applications of knowledge, and gives feedback so that students can comprehend and retain what is being taught.

The practicum teacher's lessons generally include:

- 5⁺ cues that arouse interest, and/or engage students in the lesson
- 5⁺ objectives
- 5⁺ a model for how to go about learning and the opportunity to use that model
- 5⁺ formal and informal assessment of student understanding
- 5⁺ a chance to apply the lesson learned
- 4⁺ a chance to communicate things learned
- 4⁺ The practicum teacher uses various groupings, methods, and materials based on the needs of the students and the objectives of the lesson.
- 5⁺ The practicum teacher tries to keep students academically engaged for a high percentage of the available instructional time.
- 5⁺ The practicum teacher uses a direct instruction teaching model as appropriate--keeping students on task, direct supervision of skills, providing quality seat work--where applicable.
- 4⁺ The practicum teacher monitors all non-direct teaching activities for their usefulness and appropriateness (i.e., seat work assignments, homework, tests and quizzes, use of learning centers, independent study, and individualized instruction).
- 5⁺ The practicum teacher minimizes the lecture mode.

Comments:

Management Skills

- 5⁺ The practicum teacher's planning maximizes student on-task time.
- 4⁺ The practicum teacher clearly defines, communicates to students, and monitors the limits of student behavior.
- 5⁺ The practicum teacher monitors the rest of class while working with small groups and individuals.
- 5⁺ The practicum teacher organizes and arranges the classroom to maximize engagement in learning.

Comments: Good with the children

Independent Learning

5⁺ Objectives in the practicum teacher's instructional plans relate directly to the objectives of the local school division's adopted curriculum, using adopted program materials, e.g., manuals, course descriptions, student texts, recommended supplementary materials. (i.e. adapts knowledge to new expectations and materials)

5⁺ Practicum Teachers demonstrate an ability and motivation to learn new material by asking questions or by researching new material.

Comments:

Sensitivity to Diversity, Multicultural Ethic

5⁺ The practicum teacher focuses on student behavior more than personality.

5⁺ The practicum teacher gives the impression of enjoying working with students and reflects respect for them as individuals

4⁺ The practicum teacher identifies pupils' subject matter strengths and weaknesses and their academic, social, emotional, and physical needs and takes these factors into account when planning.

5⁺ Practicum teachers demonstrate an awareness of cultural, physical, intellectual, and learning differences.

5⁺ Practicum teachers differentiate instruction when appropriate.

Comments: Does well with the students who need extra help

Technological Skill

5⁺ Practicum teachers indicate familiarity with educational technology and an ability to use technology when appropriate.

Technologies used:

Professional Responsibilities

5⁺ The practicum teacher fulfills employee responsibilities.

5⁺ The practicum teacher keeps curricular and instructional practices current.

5⁺ The practicum teacher supports school regulations and policies.

4⁺ The practicum teacher assumes responsibilities outside the classroom as they relate to the school.

5⁺ The practicum teacher promotes academic self discipline and responsibility.

5⁺ The practicum teacher demonstrates proper conduct in all phases of assignment.

5⁺ The practicum teacher uses and maintains equipment properly.

5⁺ The practicum teacher demonstrates effective interpersonal relationships with staff and students.

Comments: