

**5 year MAT** Elementary Education **Minor** Revised Practicum Evaluation

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Practicum:** **ELED ( ) 322 ( ) 621**

**Grade Level:** \_\_\_\_\_\_\_ **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Semester:** ( )Fall ( )Spring ( )Midterm ( )Final

**Directions:** The cooperating teacher should fill out each section related to the practicum student’s performance in that realm by circling/highlighting the level described that matches the student’s performance. It is important to read each description when choosing where to place the student as some criterion may build off of the previous criterion.

**Professional Knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| Does not meet expectations | Developing toward expectations | Meets expectations (Target – where we hope students are by the end of practicum) | Exceeds expectations (superior performance not reached by many) |
| inaccurately and inconsistently references the appropriate content standards. | references appropriate content standards in all lesson plans | references appropriate content standards in all lesson plans and aligns appropriate content standards with planned activities and assessments; | references appropriate content standards in all lesson plans that are aligned to planned activities and assessments and can explain the appropriate sequencing of the content standards |

**Learning Environment**

|  |  |  |  |
| --- | --- | --- | --- |
| Does not meet expectations | Developing toward expectations | Meets expectations (Target – where we hope students are by the end of practicum) | Exceeds expectations (superior performance not reached by many) |
| ignores students’ needs and behavior | attempts to maintain positive classroom behavior | responds effectively and consistently to students’ needs and behavior | demonstrates the ability to change and adapt classroom management plans based on students’ changing needs and behavior |

**Instructional Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| Does not meet expectations | Developing toward expectations | Meets expectations (Target – where we hope students are by the end of practicum) | Exceeds expectations (superior performance not reached by many) |
| sets inappropriate and/or immeasurable learning outcome  plans inappropriate methods and activities to meet the learning outcomes | appropriate and measureable learning outcomes can be implied from the lesson plan, but are not explicitly stated  plans appropriate methods and activities to meet the learning outcomes | sets appropriate and measurable learning outcomes and states these clearly on the lesson plan  plans appropriate and varied methods and activities to meet the learning outcomes | sets appropriate and measurable learning outcomes and states these clearly on the lesson plan indicating assessments aligned to the outcomes  uses data to plan appropriate and varied methods and activities to meet the learning outcomes |

**Instructional delivery**

|  |  |  |  |
| --- | --- | --- | --- |
| Does not meet expectations | Developing toward expectations | Meets expectations (Target – where we hope students are by the end of practicum) | Exceeds expectations (superior performance not reached by many) |
| keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets without any differentiation | attempts to keep students actively involved through some use of differentiated strategies, but some students are disengaged | keeps students actively involved through the use of best practices for student engagement and differentiation | keeps students actively involved by adapting the planned differentiated lesson in the moment, based on student learning needs |

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Does not meet expectations | Developing toward expectations | Meets expectations (Target – where we hope students are by the end of practicum) | Exceeds expectations (superior performance not reached by many) |
| makes few or no attempts to determine what students have learned andgives students little or no feedback | attempts to assess some students’ learning at the very end of the lesson, and provides limited feedback | uses a variety of assessment strategies throughout the lesson and as closure with feedback to students during the lesson | uses a variety of assessment strategies throughout the lesson and as closure with feedback to students during the lesson and uses those data to inform subsequent instruction |

**Professionalism** (please check Yes or No)

* Arrives promptly and stays the required length of time \_\_\_Yes \_\_\_No
* Attends the required number of days with no unexcused absences \_\_\_Yes \_\_\_No
* Uses professional oral and written language \_\_\_Yes \_\_\_No
* Participates with enthusiasm and a positive attitude \_\_\_Yes \_\_\_No
* Follows school policies and procedures \_\_\_Yes \_\_\_No
* Works collaboratively with other classroom professionals \_\_\_Yes \_\_\_No

**SUGGESTIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT:**

|  |
| --- |
| Areas of Strength (GLOWS): |
| Areas for Growth (GROWS): |
| Other Comments: |

**By signing this form, we agree that this evaluation (midterm and/or final) has been discussed**

Practicum Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_