

Note: This form is to be completed at the end of the practicum student's experience and should be returned to SMSU by December 5, 2003.

## ELE 302 PRACTICUM EVALUATION FORM

Student: **Emily Gerke**

School: **Rountree Elementary**

Cooperating Teacher: **Cheri Dade**

Grade Level: 3

SMSU Professor: **Sherry Whitson**

Semester: **FALL 2003**

Check one of the following. Comments are appreciated for all categories below; however, if "C" or "D" is checked, please provide specific information in the comment section on the back of this form. This evaluation is worth 140 points toward student's final grade.

My professional judgment concerning this student's decision to consider teaching as a career is that: (10 points)

- A.  It is a very appropriate decision.
- B.  It is probably an appropriate decision.
- C.  It may not be an appropriate decision unless employment qualifications are enhanced as suggested below.
- D.  It is a decision that should be reevaluated by the student.

Using the following rating scale, please evaluate the above practicum student on the criteria below. (70 points)

5	Excellent
4	Good
3	Satisfactory
2	Some Problems Evident
1	Major Inadequacy

- 5 1. The practicum student's attendance/punctuality record, notifies school prior to absence.
- 5 2. The practicum student's initiative and eagerness to learn.
- 5 3. The practicum student's attitude toward the teaching profession, teachers, and school.
- 5 4. The practicum student's possession of personal qualities generally believed desirable in teachers (such as: positive self-concept, adequate level of maturity, courteous and tactful, and is responsible and dependable).
- 5 5. The practicum student's willingness to accept assigned tasks and to complete them with a minimum of supervision.
- 5 6. The practicum student's ability to listen and relate to students in an individual and personable way.
- 5 7. The practicum student's ability to work with pupils of differing abilities and from different cultural, social, economic, and ethnic backgrounds.
- 5 8. The extent to which the practicum student's school related behaviors serve as good models for pupils.
- 5 9. The practicum student's receptiveness to constructive suggestions and criticism.
- 5 10. The practicum student's overall level of performance.

30

State here the approximate number of hours the practicum student served in your room. (Minimum of 30 hours required.)

Please complete the back of this form and sign in the space provided.

To help us better address concerns or problems you may have with this practicum student, we ask that you please place a check (3) by any of the areas below in which you believe he/she needs to make special efforts to improve. For those area(s) checked, please provide a specific explanation in the comment section. (30 points)

\_\_\_\_\_ Spoken English  
\_\_\_\_\_ Written English  
\_\_\_\_\_ Ethical behavior  
\_\_\_\_\_ Enthusiasm

\_\_\_\_\_ Personal hygiene  
\_\_\_\_\_ Personal mannerisms  
\_\_\_\_\_ Attendance/ Punctuality/  
Notification of Absences  
\_\_\_\_\_ Other

Written Comments (30 points)

1. Areas of strengths:

Emily was very outgoing, responsible, and punctual each time she was here. She related well with students in one on one, small group, and whole group settings. She was very eager to help in any way that was needed, including an emergency situation. She did a fine job planning and teaching a lesson on pictographs. Emily will be a great teacher.

2. Suggestions for improvement:

I feel Emily has met all the requirements for an introductory Education course. I know she will continue to learn and improve with future classes and field experiences.

Cooperating Teacher: Cheri Dade Date: 12/9/03

Please return this form by December 5, 2003.

RDG 421 CLASSROOM SUPERVISOR EVALUATION

Due Date \_\_\_\_\_

Please complete the following evaluation form and give it to the student. Call if there are any concerns. THANKS!

RDG 421 Student Emily Gerke Date of Evaluation 12-2-04

1. Level of demonstrated initiative and resourcefulness. (1.1.2.7, 1.1.2.9; CF 4, 7)  
6 Points  very responsible/resourceful 2 Points \_\_\_\_\_ sometimes not responsible/resourceful  
4 Points \_\_\_\_\_ responsible/resourceful 0 Points \_\_\_\_\_ often not responsible/resourceful  
Comments:

2. Level of appropriateness of experiences planned for the children. (1.1.2.2, 1.1.2.3, 1.1.2.5; CF 2, 3, 6)  
6 Points  very appropriate 2 Points \_\_\_\_\_ sometimes not appropriate  
4 Points \_\_\_\_\_ appropriate 0 Points \_\_\_\_\_ often not appropriate  
Comments:

3. Level of commitment regarding punctuality and attendance. (1.1.2.9; CF 7)  
6 Points  very dependable, never late 2 Points \_\_\_\_\_ sometimes not dependable or on time  
4 Points \_\_\_\_\_ usually dependable 0 Points \_\_\_\_\_ often not dependable, usually late  
Comments:

4. Level of professionalism for planning and teaching an effective lesson.(organized lesson, clear objectives, materials ready, uses assessment strategies, etc.). (1.1.2.4, 1.1.2.6, 1.1.2.8; CF 2, 3, 4, 6)  
6 Points  always effective, organized 2 Points \_\_\_\_\_ sometimes not effective  
4 Points \_\_\_\_\_ effective 0 Points \_\_\_\_\_ often not effective, disorganized  
Comments:

5. Level of rapport established with children. (1.1.2.1, 1.1.2.2; CF 4, 6, 7, 9)  
6 Points  excellent rapport 2 Points \_\_\_\_\_ sometimes did not have good rapport  
4 Points \_\_\_\_\_ good rapport 0 Points \_\_\_\_\_ often did not have good rapport  
Comments:

6. Level of cooperation with classroom supervisor and other professionals in the building (administrators, teachers, etc.). (1.1.2.10; CF 4, 10)  
6 Points  very cooperative 2 Points \_\_\_\_\_ sometimes did not cooperate  
4 Points \_\_\_\_\_ cooperative 0 Points \_\_\_\_\_ often not cooperative  
Comments:

36  
Total Points (0-36)

Cory Ruser  
Classroom Supervisor

Portland Elementary  
School

12-2-04  
Date

and her lessons! enthusiasm! Emily was very professional! The children

**Student Evaluation – Elementary  
Site-based Methods**

\_\_\_\_ Formative to be completed by student  
 Summative to be completed by mentor

Student Emily Gerke Mentor Teacher: Mary Downing  
 School Fairbanks Grade Level 4th Date 04-19-05

Please circle the response which best describes the student:

- 3 - Consistently performs at the level of a student teacher or beyond.
- 2 - Consistently meets expectations for this stage of pre-service teacher development.
- 1 - Does not consistently meet expectations for this stage of pre-service teacher development.
- or-
- NA - No opportunity to observe.

The student:

**CURRICULUM (NCATE STANDARD 2)**

Creates meaningful learning experiences that develop student competence in (MoSTEP 1.1.2.1):

Language Arts	+ 3	2	1	or	NA
Science	+ 3	2	1	or	NA
Mathematics	3	2	1	or	NA
Social Studies	3	2	1	or	NA
Connects skills across the curriculum	3	2	1	or	NA
Helps students apply skills to real world issues	3	2	1	or	NA

**INSTRUCTION (NCATE STANDARD 3)**

Planning and organization (MoSTEP 1.1.2.4, 1.1.2.5):

Appropriate preparation is demonstrated	3	2	1	or	NA
Short range plans are available	3	2	1	or	NA
Long range planning is evident	3	2	1	or	NA
Planning demonstrates creative thought	3	2	1	or	NA
Plans reflect attention to cultural diversity, exceptionalities, and multiple intelligences	3	2	1	or	NA

Implementation of Instruction (MoSTEP 1.1.2.3, 1.1.2.6):

Effective introduction that focuses and motivates	3	2	1	or	NA
Effective instructional strategies (stating objectives, connecting to prior knowledge...)	3	2	1	or	NA
Clearly stated objectives	3	2	1	or	NA
Adapts to diverse students	3	2	1	or	NA
Checks for understanding	3	2	1	or	NA
Speaks and writes appropriately using Standard American English	3	2	1	or	NA



**Methodology and Practice (MoSTEP 1.1.2.5, 1.1.2.6):**

Utilizes media/technology effectively	+ 3	2	1	or	NA
Employs appropriate grouping and cooperative learning strategies	3	2	1	or	NA
Enables students to construct meaning from experiences (hands-on learning)	3	2	1	or	NA
Cultivates self-esteem and self-motivation	3	2	1	or	NA
Engages and expands thinking of learner	3	2	1	or	NA

**Classroom Management (MoSTEP 1.1.2.6)**

Prevents disciplinary challenges through classroom organization, lesson development, And motivational techniques, including monitoring and redirecting	3	2	1	or	NA
Classroom environment is supportive and is appropriately risk-free, including handling unexpected situations appropriately	3	2	1	or	NA
Keeps students focused and engaged in the learning process (on-task)	3	2	1	or	NA
Lesson is paced to maximize attention	3	2	1	or	NA
Transitions flow smoothly	3	2	1	or	NA
Appropriate reinforcement methods are utilized	3	2	1	or	NA
Respects contributions, dignity, and worth of students	3	2	1	or	NA

**ASSESSMENT (NCATE STANDARD 4) (MoSTEP 1.1.2.8)**

Formal and informal assessment are used to evaluate and strengthen learning	3	2	1	or	NA
Gives immediate written oral and/or written feedback	3	2	1	or	NA

**PROFESSIONALISM (NCATE STANDARD 5)**

**Practices and Behaviors (MoSTEP 1.1.2.7)**

Demonstrates general classroom awareness/"withitness"	+ 3	2	1	or	NA
Communicates enthusiasm and optimism	3	2	1	or	NA
Is responsible, punctual and dependable	3	2	1	or	NA
Dresses appropriately	3	2	1	or	NA
Takes initiative, is mature, resourceful, and dedicated to the task of teaching	3	2	1	or	NA
Displays a cooperative and professional attitude	3	2	1	or	NA

**Reflection and Evaluation (MoSTEP 1.1.2.9)**

Reflects upon personal strengths and weaknesses, and seeks to improve	3	2	1	or	NA
Considers alternative approaches to reaching desired outcomes	3	2	1	or	NA

**Collaboration with Colleagues and the Community (MoSTEP 1.1.2.10)**

Fosters positive collaborative relationships with school colleagues	3	2	1	or	N/
Fosters positive relationships with parents, the community and its agencies	3	2	1	or	N/

Student Signature Emily Herke Mentor Signature Mary H. Downing