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Suggestions for Improvement: Libby, you had a keeper of a lesson on inference today. It was very sequential, well thought out and showed inference in numerous ways. Your ability to reflect on what you would change in your lesson will allow you to become a better teacher. Always be looking for "how can I make it better" "how can I change it up to better fit my students"? The students were very in tune to your lesson, therefore not needed much classroom management. But keep a list of different management techniques growing. Change up is always needed in that area, for what works one day doesn't work the next. Within your lesson you had many informal assessments going. I agree with your reflection of assessing them at the very end to see the extent of their knowledge on this new concept. Being assessments are your guide to your new lesson on this standard, it would have been beneficial to see exactly where a majority of the students stood on this concept.

Overall Rating: Partially Proficient

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Suggestions for Improvement: Great way to get into a lesson is to grab your students' attention. In reflection, you pinpointed this area as a weakness. When you introduce a new concept, a good grabber is to use an action of some sort to 'grab' their eyes to you. In this instance, since you already are using the concept of 'Ms. Patterson's bag', you could've begun by having them study you and make 'inferences' about you. Within your lesson, you used visual and auditory very well. Using a poster and then your very own bag of goodies to get the discussion moving was excellent. You chose pictures on your poster that the students could relate to; one suggestion is to push them further; such as, can we 'infer' what the chef likes to make? That gets students understanding that inference is along the line of a guess and isn't always accurate. Your wrap up was very good, where you had some students stand and you did an inference on them based on what they wore. It got the students involved and it showed that inference isn't always correct, that at times you need more information to make a correct inference. To take it one step further, write the word 'infer' on the board, define it once again, and now use it throughout the day so that the students know it is not a 'secluded' topic just for Language Arts, but a lifetime skill.

Overall Rating: Proficient

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Suggestions for Improvement: Libby, you did a good job of using your time; each minute, in a classroom, is precious and can't be wasted. As we reflected, to get movement halfway through the lesson, you could've just moved your chair from on side of the circle to the other. Movement in a 20 minute lesson doesn't have to be long and drawn out. Just short, to let them get the wiggles out. With this being your first lesson, you incorporated a lesson within a lesson without even knowing: you taught inference while at the same time, introducing yourself to the class in a very soft

manner. You did a nice job of having various students answer questions. Students strive to be noticed, and having them answer a question is a small way of having that connection. Use different means to call on them, not necessarily just the ones that have their hands raised. This lets the students know they all need to be alert and attentive.

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

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

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**Suggestions
for
Improvement:**

How fortunate for you, Libby, that you got to work all of your three LA lessons around the standard of main idea. Doing this, you were able to get a feel for an intro, continuation, and a formal assessment at the end. In reviewing main idea on Thursday, after students highlighted the details that led to their main idea thought, you could have had each student write down their main idea, on that sheet, and hand it to you before you regrouped them for classroom discussion. In this way, you would've had a real good knowledge of who was understanding picking out details to fit the main idea. When using classroom management, two things to keep in mind are assertiveness and consistency. A teacher does not need to use a loud voice to catch attention. When using a jingle, if the students are not responding the way in which they were asked: (Ex: "Voices to be quiet"), it was assertive of you to wait until the students responded. Again, at Lightning 5, you waited; giving the students knowledge that you weren't saying the jingle for practice, you meant it. As you do reflections, think of teaching as a continual spiral of change ups ... never a dull moment, never a day goes by that was the exact same as yesterday. Therefore, you need to know what works for you on any given moment; for you will be expected to think on your feet often

Overall Rating: Proficient

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**Suggestions
for
Improvement:**

There are numerous components within a lesson, which begins with a grabber to 'catch' the attention of your students and flows into objectives, practicing the objectives and closing down. Reviewing main idea, and what the students have done the previous lessons, was a good way to get their minds thinking about the objective at hand. You reviewed, went over clear directions of highlighting 5 details, then sent them on their way. Giving them the option of partnering up, or doing the passage on their own, opened the door for students that enjoy the privacy of working by themselves, or the activity of sharing their thoughts. To bring a few more visual/tactile senses into your lesson, you could have had the passage on the active board, and when you regrouped them, have them highlight 5 details that would support a main idea, then lead them into a discussion of: "What would happen if I change up my five details, what would my main idea be then?" This would lead itself right into the discussion that passages can have more than one main idea, if there are details to support that main idea.

Overall Rating: Proficient

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**Suggestions
for
Improvement:**

Some educators often ponder the value of a short, 15 - 20 minute lesson. Where in essence, it is not the time of a lesson that counts, it is the information that is covered, and that the students understand what was presented before them. For your lesson planned, 15 - 20 time frame was plenty. You reviewed, retaught main idea, and had a passage for them to think about. Nice to see that even in a short

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with you circling the room to help with any concern that may arise. Bodily presence, while students are quietly working, is twofold: it not only helps with answering questions, but it helps squelch any unacceptable behavior that may come about during work time.

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:

Libby, you are very willing to learn and try out new ideas. Great teaching comes from understanding what works and what does not work for you as a teacher. Continue to keep your eyes and ears open for any new idea/ teaching technique and/or concept that comes your way. It will broaden your ways of teaching and thinking.

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