

ANALYSIS OF PRACTICUM STUDENT

**Wisconsin Lutheran College
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To be completed by the practicum student and the cooperating teacher at the end of the practicum experience.

Practicum Student _____

Cooperating Teacher _____ School _____

Subject/Grade Level _____ Semester _____ Year _____

The following items are major factors related to successful classroom teaching. Please indicate with a check mark the level of performance that has been achieved by the practicum student for each of the items given below. Your added evaluative comments will be appreciated. (At the beginning of each section is a respective Teacher Education program goal being addressed.)

The practicum student demonstrates:

E = Exceptional performance (Innovating)

- astute, innovative teaching practices that enhance student learning
- shows unusual skills, perception and/or creativity
- usually associated with experienced and highly motivated teachers; rarely exhibited by an undergraduate student.
- clearly exceeds expected requirements of practicum candidates.

H = High performance (Integrating)

- insightful, integrative teaching practices that positively influence student learning
- shows higher-than-average skill, perception, creativity in this area
- usually associated with experienced teachers
- exceeds expected requirements

A = Adequate performance (Applying)

- practical, diligent application of teaching practices that facilitate student learning
- shows average skill, perception and creativity in this area
- usually associated with novice teachers
- meets expected requirements

D = Developing performance (Emerging)

- limited, routine teaching practices that show emerging understanding of student learning
- shows an area of skill, of perception and/or creativity that needs to further develop
- usually requires additional study and practice as guided through specific feedback
- below expected requirements with room for growth

U = Unacceptable performance (Beginning)

- Halting, unsure teaching practices that show little movement from being a learner to a teacher
- shows little or no skill, perception, and/or creativity
- does not demonstrate ability to respond to specific feedback to improve
- clearly does not meet expected requirements

NA = Not Assessable

- Due to the inability of daily teaching in the practicum it is not possible to assess this component adequately.

Goal 1: Teacher as Professional

To prepare teaching professionals who demonstrate a commitment to other human beings as an extension of who they are as Christians and who reflect in their personal lives the qualities indicative of Christian commitment.

The prospective teacher as a practicum participant:

	E	H	A	D	U	NA
1. Introduces and presents self in a professional and confident manner.						
2. Responds in a confident and self-directed manner when carrying out expectations of the experience.						
3. Demonstrates poise, passion and enthusiasm about teaching and learning.						
4. Shows a willingness to work for improvement; accepts constructive criticism.						
5. Shows interest in seeking out professional sources for answers or ideas.						
6. Establishes good working relationships with faculty and staff.						
7. Demonstrates appropriate decision-making based on solid rationale and knowledge base.						
Please comment on practicum student's overall demonstration of professionalism.						

Goal 2: Teacher as Knowledgeable

To prepare teaching professionals who demonstrate mastery of their content areas, skill in the methods of teaching, sensitivity to the needs of students and parents, and appreciation for the impact of education on society as a means for promoting positive human relations.

The prospective teacher as a practicum participant:

PROFESSIONAL AND ACADEMIC PREPARATION

	E	H	A	D	U	NA
1. Demonstrates knowledge and competence in subject matter(s).						
2. Demonstrates ability to integrate knowledge.						
3. Develops thorough lesson plans which connect previous learning to new.						
4. Uses a variety of teaching strategies and questioning to make learning meaningful and purposeful.						
5. Demonstrates ability to recognize and plan for different learning needs, situations and styles.						
6. Deals with every student with respect and fairness.						
7. Establishes good rapport with students.						
8. Demonstrates an ability to relate to people of different ethnic/cultural backgrounds.						
Please comment on practicum student's demonstration of knowledge.						

The prospective teacher as a practicum participant:

CLASSROOM MANAGEMENT/POSITIVE LEARNING ENVIRONMENT

	E	H	A	D	U	NA
9. Adapts to classroom management/situational demands.						
10. Promotes an atmosphere of mutual respect among students.						
11. Helps students develop self-discipline and personal responsibility for learning and behavior; utilizes conflict resolution strategies.						
12. Provides a comfortable atmosphere for the exchange of ideas and opinions.						
13. Demonstrates skill in handling procedures: keeping records, distributing materials, and providing a physical atmosphere conducive to learning.						
14. Connects the need for good planning with good classroom discipline.						
Please comment on the practicum student's skill at creating and maintaining a positive learning environment.						

Goal 3: Teacher as Communicator

To prepare teaching professionals who possess communication skills that further enhance and demonstrate knowledge and respect of individual student needs, abilities, and cultural aspects through academic performances and clinical field experiences with school systems representing urban, suburban or rural characteristics of American life.

The prospective teacher as a practicum participant:

COMMUNICATION SKILLS

	E	H	A	D	U	NA
1. Possesses effective qualities of speech (volume, enunciation, pitch, rate).						
2. Has command of grammar in speaking.						
3. Has command of aspects of written directions.						
4. Gives clear and precise oral and written directions.						
5. Has effective listening skills.						
6. Shows an understanding that students develop at different rates in various areas of intellectual, social, emotional, spiritual and personal categories.						
7. Uses technology as a means of communication and/or instructional tool; shows a desire to continually learn new technology.						
8. Models expectations of and teaches for good communication skills as a basic for learning and demonstrating content knowledge.						
Please comment on practicum student's knowledge, skill and disposition regarding the modeling and learning of communication effectiveness.						

Goal 4: Teacher as Life-long Learner

To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.

The prospective teacher as a practicum participant:

CONNECTION OF ASSESSMENT TO CONTINUOUS PROFESSIONAL GROWTH

	E	H	A	D	U	NA
1. Assesses student learning according to developmental stages.						
2. Develops a variety of assessment strategies.						
3. Plans for instruction and assessment of learning before actual teaching so that standards, goals, instructional objectives and assessment are in alignment.						
4. Demonstrates an ability to apply sound rationale to self-assessment of teaching.						
5. Accepts constructive criticism positively, in order to improve teaching and learning.						
6. Communicates directly or indirectly a desire for on-going learning for the sake of improvement as a professional.						
7. Connects teaching effectively and effective learning.						

Please comment on practicum student's ability to effectively assess growth as learners and teachers.

Please comment on the overall attributes of this practicum student's performance.

Evaluation completed by _____ Date _____
(signature)

Select one: Self Cooperating Teacher Other: _____