

## Practicum Student Self-Eval Form

<b>Name:</b>	Katelyn Baumgartner
<b>Date:</b>	2015-12-06
<b>Teaching Major:</b>	Elementary Education
<b>Practicum Teacher:</b>	Carmela Ballantyne
<b>Cooperating School:</b>	Dorothy Moses Elementary
<b>Student's Email Address:</b>	kcbaumgartner1@umary.edu
<b>Overall Rating:</b>	Proficient
<b>Reflections:</b>	<p>I felt like I treated students with respect and built relationships with them which not only benefited their learning but also the cooperation in the environment. I felt like since the students felt as though I cared about them and what they were doing that they were willing to work hard and do their personal best.</p> <p>By reflecting on each of my lessons I now feel as though I will be better prepared not only to teach those lessons in the future but to see how other lessons that I will write might unfold. By doing this I feel like I will be able to identify certain bumps that I have already encountered in previous lessons and devise a plan to avoid them in lessons to come. I actually was able to do one of my lessons twice (I went to another 2nd grade class and did my music lesson with them) and felt much better prepared the second time and the lesson went even more quickly and smoothly than the first time.</p>
<b>Overall Rating:</b>	Proficient
<b>Reflections:</b>	<p>I feel as though I was able to answer questions that the students had about any of the topics that I presented lessons on. Even so, I know there will be times when students will ask questions I may not know the answer to and I plan to take those times as learning experiences for the entire class. We can work together as a class to speculate answers and research to find the best answer. I know there is always room for improvement as far as instructional strategies and I feel like by participating in this practicum experience that I am finding out which of the strategies I had been planning on using will work in addition to gaining a variety of new strategies. These strategies include not only means of teaching the content but also modes of classroom management.</p> <p>By working with this class I was able to see the need for curriculum differentiation as well. I was placed in a second grade class and in the area of reading especially, students represented a wide range of ability. Some of the students were reading at a kindergarten level where others were already reading at a fifth grade level. I now see how important it is not to have a "cookie cutter" curriculum and instead adapt to best serve the students. There are many simple things that can be done to differentiate instruction and I feel as though I am getting a picture of how to do it in my own classroom someday.</p>
<b>Overall Rating:</b>	Proficient

**Reflections:**

I definitely feel like I built relationships with the students in the two weeks of practicum. I think that by communicating with them in a professional while still fun and personal way they were able to get to know me as a person while still respecting me as a teacher. Communication is so important. I tried to make sure my lessons could be communicated as simply as possible to avoid confusion. However, there will be instances of confusion and there will need to be a way to resolve that. In my practicum experience I always made sure to ask if what I was saying was making sense. If I noticed only a few students who seemed confused I would have everyone work while I gave a short, individualized explanation of what we were doing to those who did not understand. If a greater majority of the students seemed lost I tried to group everyone together, ask students where they were lost, and explain it in a different way. I also was glad to be able to communicate with the staff. I was able to get some great ideas for lessons and insights about improvements and new ideas for execution from the entire grade-level staff.