

Middle School and Diversity Practicum Student Eval Form

PROFESSIONAL SKILLS

1) Arrived on time and dressed professionally for all activities and demonstrated a real interest in meeting professional obligations.

2) Took personal responsibility to complete all assigned tasks and seemed eager to take the initiative.

3) Displayed an eagerness to learn about the philosophy and curriculum of the school/organization and students in the school/organization.

4) Displayed an eagerness to develop professional relationships with teachers and all students, regardless of students' ethnicity, race, socioeconomic status, gender, exceptionalities, or religion.

5) Was approachable and able to develop a rapport with all students, regardless of students' ethnicity, race, socioeconomic status, gender, exceptionalities, or religion, and displayed strong verbal and non-verbal communication skills and was able to communicate with students effectively.

Practicum Student's Name:	Trent Wiebusch
Date:	2017-11-15
Practicum Student's Email Address:	towiebusch1@umary.edu
Practicum Course:	EDU 390 - Diversity Practicum
Name of Classroom Teacher or University Supervisor completing this evaluation:	Dr. Nathan Kilpatrick
Evaluator's Email Address:	nmkilpatrick@umary.edu
Practicum School / Site:	University of Mary
EVALUATION: 1	All of the Time
EVALUATION: 2	All of the Time
EVALUATION: 3	Most of the Time
EVALUATION: 4	All of the Time
EVALUATION: 5	All of the Time
EVALUATION: 6	All of the Time
EVALUATION: 7	Most of the Time
EVALUATION: 8	All of the Time
EVALUATION: 9	All of the Time
Do you have any concerns regarding this practicum student's professional skills? If yes, please list your comments below.	No

TEACHING SKILLS

6) Was well prepared for each scheduled visit and showed a willingness to work with all students effectively on assigned tasks, regardless of students' ethnicity, race, socioeconomic status, gender, exceptionalities, or religion.

7) Demonstrated good pedagogical content knowledge in planning for assigned tasks and learning activities.

8) Demonstrated good classroom management skills and an awareness of students' learning needs.

9) Showed thoughtful self-reflection about planning for assigned tasks and the needs of all students, regardless of students' ethnicity, race, socioeconomic status, gender, exceptionalities, or religion.