



University of Hawaii at Manoa

College of Education Master Of Education in Teaching Program

Wist Annex 2 • 1776 University Avenue • Honolulu, Hawaii 96822
(808) 956-4408 • FAX (808) 956- 3918
Web Page: <http://www2.hawaii.edu/met/>

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Cohort VI Pre-internship Practicum Evaluation Fall Semester 1997

Paula Won

The pre-internship semester of the Master of Education in Teaching program corresponds to student teaching in more traditional programs. In the MET, however, emphasis is also placed on team teaching and on using the semester to implement a renewal or action research project in the classroom. Students begin to plan for this work with their partner teachers during the previous summer. The aim of the pre-internship practicum, therefore, is not just to give students a full semester of teaching practice, but to develop their understanding of curriculum planning and implementation, and to provide experience in working as a team in the classroom. During the practicum semester, in addition to working in the classroom in close co-operation with their partnership teacher, each student devotes an agreed-upon period of time to solo teaching.

The evaluation process in the MET involves student self-evaluation, peer evaluation, teacher evaluation, and College of Education faculty evaluation. There are ten areas of focus that are closely based on the Hawai'i Department of Education "Profile of an Effective Teacher."

An Equal Opportunity/Affirmative Action Institution

Paula teamed during this semester with her partner teacher, Joven Asuncion, and her fellow MET student, Rona Paracuelles, in a 4th grade classroom at Ala Wai Elementary School. Their action research project involved partnering with teachers in the same grade level to study student viewing habits.

Skill in communicating

Working in a three-person team situation offers an interesting teaming opportunity for students in the third semester of the MET program. A lot can be achieved by a team of teachers working together, but it requires considerable effort in maintaining good communications. It also requires a sustained effort and commitment to work together. Paula has made every effort to communicate, both in conferences and in written form, with her fellow team members. She also communicates well to the students by speaking clearly and presenting her ideas in an organized fashion.

Paula also attended Open House and participated in parent-teacher conferences at Ala Wai. She helped produce a video that was shown at Open House that communicated the teachers curriculum and class objectives to the parents. She has also participated regularly in parent-teacher conferences.

Designing and using a variety of instructional strategies to meet student needs

Paula is very committed to teaching science in the elementary school, which she likes to do in a way that actively involves students in experimentation. She has also tried out other methods and strategies, such as literature circles, which the three teachers share responsibility for. This is a large class of students and the three teachers have been careful to establish effective practices and procedures to deal with them. Paula maintains very good eye contact with the class, and her management skills are sound. She is active in the classroom and constantly monitors students activities.

Setting long and short-term goals based on knowledge of students and reflective practice

Paula has been thoughtful in her planning and has established clear goals, such as developing students' conceptual understanding in each of the units that she has created. Based on these goals, she has made appropriate short-term adjustments and refinements to her teaching. Based on my observations, she is capable of making appropriate interactive adaptations to her lessons in response to different students and their ability levels. Paula pursues clearly defined educational goals for herself and her students. She is hard working and conscientious. Her teaching is well organized and planned with consideration for her students.

Using instructional materials and technology effectively

I think that Paula has been very good at finding interesting materials to share with students. This is a real area of strength, particularly in science teaching. She has shared videos, introducing students to *Bill Nye the Science Guy*. In addition, she has brought in some fascinating equipment to demonstrate natural phenomena and explain scientifically how they work. Paula is adept at using the World Wide Web in her searches for teaching material, too.

Working effectively with families and other community resources

Paula is comfortable in working with parents and other teachers. She attended Open House and participated in parent-teacher conferences.

Reflecting on educational situations, practices and problems in an intelligent, self-critical, informed, culturally sensitive, and imaginative manner, and adapting to future situations, practices and problems accordingly

Paula is thoughtful in her approach to students. She is sensitive to their own background and values and makes appropriate instructional adjustments to deal with them.

Constructive collaboration with colleagues

Paula is working in a three-teacher classroom with her mentor and with a fellow MET student, Rona Pracuelles. This kind of teaming situation places considerable importance on collaboration among the three teachers. Paula has focused her efforts constructively in this area. She has also made efforts to collaborate with other MET students.

Relating to students

Paula relates very well to students. She has a good, friendly, open attitude and appears to be very accessible to them. She is a good observer of classroom behavior and is quick and ready to deal with problem situations before they arise or get out of control. Paula works at getting to know her students and on strengthening the bond between teacher and student.

Competency and confidence in subject area

Paula's strength is in science teaching, of which she is passionately enthusiastic. However, she is aware that as an elementary school teacher, she is responsible for teaching the full range of subjects. As her mentor teacher points out in her midsemester evaluation, Paula should use the remainder of the semester to focus on and develop her confidence in teaching in other areas.

Other

Paula has worked on integrating other subjects in to her science units. In addition, Paula, along with her mentor and her fellow MET student, have paid close attention this semester to learning how to manage a classroom. This class is a large group of over 30 students and Paula predicted that organizational skills would be essential to running the class effectively. She and her fellow team members have accomplished what they set out to do in this area. The class is orderly and focused on learning.

Signed: Hunter McEwan
Professor Hunter McEwan, University Co-ordinator