Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Nelson — Student/Candidate's Last Name
Alicia — First
Middle
All — Subject(s) Taught
K — Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.
Alignment: 354.33. (1)*(i)*(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

☒ Lesson/Unit Plans	See Attached 430-A	☒ Student Teacher Interviews	See Attached 430-A
☒ Resources/Materials/Technology	See Attached 430-A	☒ Classroom Observations	See Attached 430-A
☒ Assessment Materials	See Attached 430-A	☒ Resource Documents	See Attached 430-A
☒ Information About Students (Including IEP's)	See Attached 430-A	☒ Other	See Attached 430-A

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate √)	☒	☐	☐	☐

Justification for Evaluation:
* Tries to improve child's self-image
* Adapts lesson and materials based on learner diversity
* Plans effective, student centered lessons that are aligned with the PA standards
* Uses available materials and teaching aides to enhance lessons

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Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
Alignment: 354.33. (1)*(i)*(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

☒ Classroom Observations	See Attached 430-A	☒ Visual Technology	See Attached 430-A
☒ Informal Observations/Visits	See Attached 430-A	☒ Resources/Materials/Technology/Space	See Attached 430-A
☒ Student Teacher/Candidate Interviews	See Attached 430-A	☒ Other	See Attached 430-A

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate √)		X	☐	☐

- **Justification for Evaluation**
- Used appropriate tone of voice and correct English
- Interacts w/ students in friendly and compassionate manner
- Maintained daily procedures and developed modifications as situations arose
- Used smooth transitions between activities
- Has a program of self-evaluation

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Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)*(i)*(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

☒ Classroom Observations	See Attached 430-A	☒ Student Assignment Sheets	See Attached 430-A
☒ Informal Observations/Visits	See Attached 430-A	☒ Student Work	See Attached 430-A
☒ Assessment Materials	See Attached 430-A	☒ Instructional Resources/ Materials/Technology	See Attached 430-A
☒ Student Teacher/Candidate Interviews	See Attached 430-A	☒ Other	See Attached 430-A

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate √)		X	☐	☐

Justification for Evaluation:

- Typically demonstrates a sound understanding of subject matter
- Generally displays enthusiasm during instruction
- Implemented instruction using prepared and organized curricular materials
- Encourages student participation and response through positive, supportive statements

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Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)*(i)*(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

☒ Classroom Observations	See Attached 430-A	☐ Student Assignment Sheets	See Attached 430-A
☒ Informal Observations/Visits	See Attached 430-A	☐ Student Work	See Attached 430-A
☐ Assessment Materials	See Attached 430-A	☐ Instructional Resources/Materials/ Technology	See Attached 430-A
☒ Student Teacher Interviews	See Attached 430-A		
☐ Written Documentation	See Attached 430-A	☒ Other	See Attached 430-A

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate √)	X		☐	☐

Justification for Evaluation:

- Has a positive attitude towards students, staff and parents
- Carries out assignments in a satisfactory manner
- Exhibits a sense of humor at proper times
- Exercised confidentiality when sharing information about students and school situations
- Displayed professional attitude in all areas

Overall Rating				
Category	**Exemplary (Minimum of 12 Points)**	**Superior (Minimum of 8 Points)**	**Satisfactory (Minimum of 4 Points)**	**Unsatisfactory (0 Points)**
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate number)		**10**		

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

Justification for Overall Rating: Alicia approached her student teaching assignment with vigor and enthusiasm. She dressed professionally each day and quickly became a valued staff member. Her lessons reflected effective planning with state standards and local objectives present. Plans included many hands-on materials (manipulatives, flash cards, water colors, vocab. strips, etc) and lessons using videos and an interactive bulletin board. She works well with students in large and small group settings. Alicia is sensitive to the needs of her children and this was reflected in her lesson planning. She successfully completed all college requirements, including a journal and a fine unit entitled *Trees and The Fall.* This placement gave Alicia the opportunity to use teach all the language arts, math and science. She also attended faculty and in-service meetings, supervise free time/recess and fire drills and observe numerous other classrooms. She is focused, compassionate, and intelligent and sincerely desires to have students become productive citizens. She video-taped herself and evaluated her own performance. Alicia has grown professionally over the past seven weeks and she is ready to assume the duties of her second placement. She has the desire to become a first class professional as exemplified by her work ethic and professional attitude.

Nelson — Alicia
Student Teacher/Candidate's Last Name — First — Middle

Reading/14 — 13th and Union Elementary School — 10/14/11
District/IU — School — Interview/Conference Date

School Year: 2011-2012 — Term: Fall

Required Signatures:
Supervisor/Evaluator: John P. Crossan — Date: 10/14/11

Student/Teacher Candidate: Alicia Nelson — Date: 10/14/11

(Confidential Document)