

Student/Candidate's Last Name First Middle Social Security Number

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)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Interviews | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

See attached "Student Teacher Planning Worksheet" for "Sources of Evidence" and dates.

See attached "Letter of Recommendation" for "Justification."

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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)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits See Attached 430-A | <input type="checkbox"/> Student Work See Attached 430-A |
| <input type="checkbox"/> Assessment Materials See Attached 430-A | <input type="checkbox"/> Instructional Resources/
Materials/Technology See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate See Attached 430-A | <input type="checkbox"/> Other See Attached 430-A |
| Interviews | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

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See attached "Letter of Recommendation" for "Justification."

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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)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Instructional Resources/Materials/
Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher Interviews | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Written Documentation | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

See attached "Student Teacher Planning Worksheet" for "Sources of Evidence" and dates.

See attached "Letter of Recommendation" for "Justification."

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 <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

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:

See attached "Student Teaching Performance Profile" for specific competency ratings.

Student Teacher received (all / a majority of) _____ ratings in "Planning and Preparation."
 Student Teacher received (all / a majority of) _____ ratings in "Classroom Environment."
 Student Teacher received (all / a majority of) _____ ratings in "Instruction."
 Student Teacher received (all / a majority of) _____ ratings in "Professionalism."
 Student Teacher received (all / a majority of) _____ ratings in "Discipline Specific Competencies."

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District/IU School Interview/Conference Date

School Year: Term: Fall Semester, Second Placement _____ Placement

Major(s) / Certification Area(s): _____

Required Signatures:

Supervisor/Evaluator: _____

Date:

Student/Teacher

Candidate: _____

Date:

___ I agree with this rating.

___ I do not agree with this rating.

(Confidential Document)