

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Wilson	Tricia	K	blanked out
Student/Candidate's Last Name	First	Middle	Social Security Number
Algebra II			10 th /11 th Grade
Subject(s) Taught			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)

<input checked="" type="checkbox"/> Lesson/Unit Plans	See Attached 430-A	<input checked="" type="checkbox"/> Student Teacher Interviews	See Attached 430-A
<input checked="" type="checkbox"/> Resources/Materials/Technology	See Attached 430-A	<input checked="" type="checkbox"/> Classroom Observations	See Attached 430-A
<input checked="" type="checkbox"/> Assessment Materials	See Attached 430-A	<input type="checkbox"/> Resource Documents	See Attached 430-A
<input type="checkbox"/> Information About Students	See Attached 430-A	<input type="checkbox"/> Other	See Attached 430-A

(Including IEP's)

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation: Planning and preparation were thoughtful and activity-based. This standards-based lesson was designed to engage students in activities through which algebraic concepts could be explored and mastered. A variety of resources, materials, and technology was utilized to support instructional objectives. For each lesson, it is essential to clearly identify (within the plan) the specific concepts to be taught/learned. They can be simply listed under a separate heading within the lesson plan.

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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)

- | | | | |
|---|--------------------|--|--------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attached 430-A | <input checked="" type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation: A supportive classroom environment is essential for the positive cognitive, social, and emotional development of students. It was clearly evident that Mrs. Wilson has developed a positive rapport with her students. As a result of her attention to management issues, students were encouraged to take risks, develop positive learning dispositions, and interact with each other for the purpose of achieving productive learning outcomes (effective cooperative learning - project). Equitable response opportunities and appropriate feedback to students were noted throughout the lesson.

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

Justification for Evaluation: Effective instruction requires knowledge about human development, clear instructional goals, and instructional strategies and interventions. Well-planned instructional activities were designed to immerse students in activity-based learning segments that required analytical thinking. Mrs. Wilson's respectful interaction with students supported positive and productive habits of mind as students responded to instruction. Numerous response opportunities were provided for students during instruction. The warm-up (homework review on the blackboard) focused students from the moment they entered the classroom. Such strategies provide a learning opportunities for students through practice and immediate feedback. The Systems of Equations Project challenged students to work cooperatively and at high levels of thinking. Such activities are real and relevant for students as they learn to apply mathematics to real-life situations.

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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 checked="" type="checkbox"/> Classroom Observations | See Attached 430-A | <input checked="" 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 checked="" type="checkbox"/> Assessment Materials | See Attached 430-A | <input checked="" type="checkbox"/> Instructional Resources/Materials/
Technology | See Attached 430-A |
| <input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation: Mrs. Wilson's professionalism and desire to become a teacher are clearly evident. A high degree of professional conduct was noted as Mrs. Wilson communicated with students and demonstrated productive work habits. In addition, Mrs. Wilson accepted and considered constructive criticism to refine her teaching performance and expectations.

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 √)		8		

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: Mrs. Wilson demonstrated an understanding of lesson design, appropriate instructional practices for high school students, and an appreciation for individual differences. Lesson delivery techniques productively engaged students, invited them to take risks, and encouraged higher level thinking as they explored the nature of the Systems of Equations Project. Positive interpersonal teacher-student rapport was established with her students, and her professional relationship with her mentor was collegial. Mrs. Wilson will be an asset to the teaching profession, and as she continues to refine her skills, she will hopefully seek the opportunity to exercise professional leadership in the teaching of mathematics.

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Student Teacher/Candidate's Last Name

Tricia
First Middle

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Southern Lehigh
District/IU

Southern Lehigh High School
School

10/19/2010
Interview/Conference Date

School Year: 2010-2011

Term: Fall

Required Signatures:

Supervisor/Evaluator: _____

Date: 10/19/2010

Student/Teacher

Candidate: _____

Date: 10/19/2010

(Confidential Document)