

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Schrack

Student/Candidate's Last Name

Stephen

First

Middle

Social Security Number

8

Social Studies

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)

☒ 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	See Attached 430-A	☐ 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 ✓)	☒	☐	☐	☐

Justification for Evaluation: Mr. S's lessons continue to be very well planned. The effective use of a variety of educational technology tools and visuals supplement his presentation and lecture of the lesson content in a meaningful manner. His use of instructional minutes during each class period is well planned and organized. During lessons, Mr. S plans a variety of response methods for students which allows him to monitor and adjust as well as effectively accommodate and differentiate as needed to create meaningful learning outcomes

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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 | See Attached 430-A | ☐ Other | See Attached 430-A |
| ☐ 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 ✓)	☒	☐	☐	☐

Justification for Evaluation : Mr. S is very cognizant of how powerful his position influences the classroom environment. He has experienced and reflected upon how his connection with students facilitates their learning outcomes. He has seen and worked diligently to create and maintain a learning environment where students feel welcome and safe to contribute, share and willingly take risks as learners that increase their understanding of the lesson content.

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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 <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 ✓)	☒	☐	☐	☐

Justification for Evaluation Throughout his student teaching experience, Mr. S continues to demonstrate that he is very knowledgeable about the subjects he is teaching. While teaching, he genuinely invites and addresses student questions and creates responses that lead students to self realize the answer. Consistent classroom routines provide the structure which supports student success. Accommodations and modifications, as determined by individual student needs, are provided appropriately,

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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/ | See Attached 430-A |
| ☒ Student Teacher Interviews | See Attached 430-A | Technology | |
| ☒ 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 <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 ✓)	☒	☐	☐	☐

Justification for Evaluation Mr. S is very professional in his dealings within the school community. His written and spoken communications are consistently very professional and clear. He has developed positive working relationships with students, support staff, professional staff and administration at his student teaching placement.

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 √)	12			

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: Mr. S is very organized which allows him to create a very meaningful learning experience for his students in each period of the school day. He very skillfully creates lessons which address required content in ways that are interesting and motivating for the many levels of students in his classes. The positive relationships he has created with them, as well as with his colleagues speak highly of his friendly, comfortable nature and his dedication to his profession. His work ethic will serve him well as an educator.

Schrack	Stephen	
Student Teacher/Candidate's Last Name	First	Middle
Morrisville Sd	Morrisville Mid	12/2/2024
District/IU	School	Interview/Conference Date
School Year: 2024-2025	Term: Fall	

Required Signatures:	
Supervisor/Evaluator: _____	Date: 12/2/2024
Student/Teacher Candidate: _____	Date: 12/2/2024

(Confidential Document)