

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Schrack

Stephen

Student/Candidate's Last Name

First

Middle

Social Security Number

Social Studies

8

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 are well planned. The transitions between each learning task are comfortable and not rushed. His use of technology and many visual supports on the front screen support the lesson content in a meaningful manner. He incorporates relevant examples into his lessons. His students are able to make meaningful connections which supports their breadth and depth of understanding.

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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 Mr. S is very knowledgeable about the subjects he is teaching. Student questions are handled in a professional manner. He utilizes clear examples to illustrate the concepts he is presenting. Mr. S's classroom routines provide structure to support student success. He follows required accommodations and modifications as determined by individual student needs.

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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)

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|--|--------------------|---|--------------------|
| ☒ 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 | ☐ Other | See Attached 430-A |
| ☐ 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 and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	☒	☐	☐	☐

Justification for Evaluation Mr. S is very professional in his dealings with both students and his cooperating teacher. Educational technology is used very effectively. His written and spoken communications are very professional and clear. He is comfortable with the district personnel and all of the school and district procedures relative to his position as a student teacher. He has formed positive working relationships with both students and staff.

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 √)		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: Mr. S is very organized, which is reflected in both his planning and instruction. The students benefit greatly from his skills as a teacher as well as from his manner in dealing with them. He gets along extremely well with his cooperating teacher as well as the rest of the school staff. He accepts their suggestions and works hard to make sure that all students are getting the best education possible.

Schrack	Stephen	
Student Teacher/Candidate's Last Name	First	Middle
Pennsbury	Pennsbury West	10/9/2024
District/IU	School	Interview/Conference Date
School Year: 2024-2025	Term: Fall	

Required Signatures: Supervisor/Evaluator: <u>Nancy L. Gross</u>	Date: 10/9/2024
Student/Teacher Candidate: <u>Stephen</u>	Date: 10/9/2024

(Confidential Document)