## Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name	F	irst Midd	lle Social	Security Number
		of a student teacher's profes must be used at least twice d	sional performance evalua	
experience.		PERFORMANCE EVALU	UATION	
of the four categorie evidence used to det	s used in this form. Che ermine the evaluation of	provided by the student tead eck the appropriate aspects of the results in each category, formance. Sign the form an	of student teaching, and inc . Assign an evaluation for	dicate the sources of each of the four categories
	her makes plans and sets goal	teacher demonstrates thorough kno is based on the content to be taught/		
<ul> <li>Knowled</li> <li>Knowled</li> <li>Knowled</li> <li>Use of re</li> <li>Instruction</li> <li>Assessm</li> </ul>	sources, materials, or technormal goals that show a recogents of student learning align	Academic Standards se this knowledge to impart instru plogy available through the school nizable sequence with adaptations ned to the instructional goals and a nciples/theories in the construction	l or district s for individual student needs adapted as required for student	
<ul><li>□ Lesson/Unit</li><li>□ Resources/M</li><li>□ Assessment</li></ul>	Plans Iaterials/Technology Materials		Student Teacher 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 rarely or never and inappropriately or superficially demonstrates indicators of performance.
Rating (Indicate $$ )				
Justification for Eva	lluation			

Commonwealth of Pe	ennsylvania	DEPARTMENT OF ED	UCA	ATION	ION 333 Market St., Harrisburg, PA	
Student's Last Name First Middle Social Security Number						
students feel safe, valued Alignment: 354.33. (1)(i)(	, and respected, by instituting (E), (B)	teacher establishes and maintai routines and by setting clear ex				nment for learning, in which
Student Teacher's perfo	rmance appropriately demo	nstrates:				
• Atte • App • Effe • Cle • App • Abi  Sources of Evidence (C	ention to equitable learning propriate interactions between the classroom routines and ar standards of conduct and propriate attention given to solity to establish and maintain.  Check all that apply and includes the conduct and condu	en teacher and students and an and procedures resulting in little effective management of stud safety in the classroom to the en rapport with students	nonge or reent beexten	g students no loss of instocehavior nt that it is un  r)  Visual Tec Resources/	tructional time  der the control of t	ology/Space
Category	Exemplary 3 Points	Superior 2 Points		Satisfacto	ry 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 indicate of performance.	ators	adequately	date sometimes and demonstrates 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 √)	portormanee					periormanee
	Justification for Evaluation					

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Student's Last Name First Middle Social Security Number								
variety of instructional st Alignment: 354.33. (1)(i)(	rategies. (D),(F),(G)	of content and their pedagogy and s	kill in delivering in	struction engag	ges students in learning by using a			
Student Teacher's perfo	ormance appropriately demo	nstrates:						
<ul> <li>Instruction</li> <li>Communication</li> <li>Instruction</li> <li>Use of quality</li> <li>Engagen</li> <li>Feedback</li> <li>Use of in</li> <li>Flexibili</li> </ul>	onal goals reflecting Pennsy nication of procedures and c onal goals that show a recog uestioning and discussion st nent of students in learning a k to students on their learning aformal and formal assessment	lear explanations of content inizable sequence, clear student ex- rategies that encourage many stud- and adequate pacing of instruction agents to meet learning goals and to eting the learning needs of studen	spectations, and ad lents to participate monitor student lea		individual student needs			
Sources of Evidence (C	Check all that apply and incl	ude dates, types/titles, or number)						
☐ Classroom C	Observations	Student	Assignment She	ets				
	servations/Visits		Work					
	Materials ————————————————————————————————————		onal Resources/	Materials/Te	echnology			
a Student Team	ener interviews	<b>_</b> Oulci						
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 l	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 so adequately demo	onstrates	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.			
<b>Rating</b> (Indicate √)								
Justification for Evaluation								

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## Category IV — Student teacher 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'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 <u>Pennsylvania Code of Professional Practice and Conduct for</u> 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

C				ional development and licensure		
Sources of Evidence (Check all that apply and include dates, types/titl  Classroom Observations			□ Stude	□ Student Assignment Sheets		
	□ Student Teacher Interviews □ Other □					
Category		Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points	
	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 indicate of performance.	The candidate <i>sometimes</i> and	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	
	Rating dicate √)	F				

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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: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above

<b>Justification for Overall Rating:</b>			
Student's Last Name	First	Middle	Social Security Number
District/IU	School		Interview/Conference Date
School Year:	Term:		
Required Signatures:			
Supervisor/Evaluator:			Date:
Student Teacher:			Date:
Certification Officer:			Date:
Certification Area:	ompleted by Certification (	PDE – Certif	ication Code:

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