

Last Name First Name Last 4 digits of SSN
 Subject Taught Grade School Name Date

Performance Evaluation

This form serves as a record of the teacher candidate's professional performance evaluation **during a specific teaching event**. Not all criteria may be evident in the observed lesson. The form demonstrates the alignment of the performance criteria from the Pennsylvania State PDE430 Form with the conceptual framework from Duquesne University's Leading Teacher Program.

Directions

During the observation of the teacher candidate and after reflection on the observed lesson, examine sources of evidence provided by the 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 for the results in each category.

Category I: Planning and Preparation - Student teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher candidate makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students and the instructional context. Student teacher candidate performance appropriately demonstrates: (check all that apply)

- Knowledge of Content
- Knowledge of Pedagogy
- 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 principle/theories in the construction of lesson plans and setting instructional goals

LTP Conceptual Framework Competencies

Learning Theorist (LT) - 1,2
Curriculum Designer (CD) - 1,2,4
School Context (SC) - 1
Master Practitioner (MP) - 1, 2
Instructional Leader (IL) - 2

Anecdotal Record

Sources of Evidence (Check all that apply; indicate whether the evidence can be found in the student's working portfolio)

<input type="checkbox"/> Lesson / Unit Plans	<input type="text"/>
<input type="checkbox"/> Assessment Materials	<input type="text"/>
<input type="checkbox"/> Student Teacher Interviews	<input type="text"/>
<input type="checkbox"/> Resource Documents	<input type="text"/>

<input type="checkbox"/> Resources, Materials Technology	<input type="text"/>
<input type="checkbox"/> Information about students, inc. IEP's	<input type="text"/>
<input type="checkbox"/> Classroom Observations	<input type="text"/>
<input type="checkbox"/> Other	<input type="text"/>

Last Name First Name

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 implementing routines and setting clear routines and setting a clear expectation for student behavior. Student candidate's performance appropriately demonstrates: (check all that apply)

- Expectation 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
- Establishment and maintenance of rapport with students
- Suitable display of teacher and student work

**LTP Conceptual
Framework
Competencies**

Learning Theorist (LT) - 1,2
Curriculum Designer (CD) - 3
School Context (SC) - 1

Anecdotal Record

Sources of Evidence (Check all that apply; indicate whether the evidence can be found in the student's working portfolio)

Classroom Observation

Visual Technology

Informal observations

Resources (materials, technology, physical space)

Conferences

Other

Last Name First Name

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. Student candidate's performance appropriately demonstrates: (check all that apply)

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- 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 monitor student learning and document meeting of learning goals
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of educational disciplines within the specific curriculum

LTP Conceptual Framework Competencies
Learning Theorist (LT) - 2,3
Curriculum Designer (CD) - 2,3,4
Expert School Context (SC) - 1
Master Practitioner (MP) - 1, 2
Instructional Leader (IL) - 3

Anecdotal Record

Sources of Evidence (Check all that apply; indicate whether the evidence can be found in the student's working portfolio)

- Classroom Observation
- Student Assignment Sheets
- Informal observations
- Student Work
- Assessment Materials
- Student Conference
- Resources (materials, technology, instructional)
- Other

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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. Student candidate's performance appropriately demonstrates: (check all that apply)

- Knowledge of school and district procedures and regulations
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Awareness of and contribution to school and/or district events
- Effective communication - oral, visual & written - with students, colleagues, paraprofessionals, related service personnel and administrators
- Ability to cultivate professional relationships with school colleagues

LTP Conceptual Framework Competencies
Learning Theorist (LT) - 2,3
Curriculum Designer (CD) - 2,3,4
Expert School Context (SC) - 1
Master Practitioner (MP) - 1, 2
Instructional Leader (IL) - 3

Anecdotal Record

Sources of Evidence (Check all that apply; indicate whether the evidence can be found in the student's working portfolio)

- Classroom Observations
- Assessment Materials
- Student Work
- Informal Observations/Visits
- Instructional Resources, Materials & Technology
- Student Teacher Interviews/Written Documentation
- Student Assignment Sheets
- Other

Last Name

First Name

Goals / Recommendations / Plan of Action:

Required Signatures

Student Candidate

Date

Evaluator

Date

Check if portfolio documents are in order. If not, explain