

Student Last Student First

School Name Last 4 digits of SSN

Subject/Grade

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

- Knowledge of Content
- Knowledge of Pedagogy
- Knowledge of Pennsylvania Academic Standards in relevant grade levels and/or content areas
- 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)

<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"/>

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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 implementing routines and setting clear routines and setting a clear expectation for student behavior. Teacher 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)

Classroom Observation

Visual Technology

Informal observations

Resources (materials, technology, physical space)

Conferences

Other

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

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting PA Academic Standards in relevant grade levels and/or content areas
- 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)

<input type="checkbox"/> Classroom Observation	<input type="text"/>
<input type="checkbox"/> Student Assignment Sheets	<input type="text"/>
<input type="checkbox"/> Informal observations	<input type="text"/>
<input type="checkbox"/> Student Work	<input type="text"/>
<input type="checkbox"/> Assessment Materials	<input type="text"/>
<input type="checkbox"/> Student Conference	<input type="text"/>
<input type="checkbox"/> Resources (materials, technology, instructional)	<input type="text"/>
<input type="checkbox"/> Other	<input type="text"/>

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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. Teacher 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
- 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 - oral, visual & 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

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)

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

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Goals / Recommendations / Plan of Action:

SIGNATURES - Student Candidate and Evaluator must sign & date this form.

Student Candidate

Date

Evaluator

Date

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