



Student/Candidate's Last Name                      First                      Middle                      Social Security Number

**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)

- |   |                    |   |                    |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations       | See Attached 430-A | <input type="checkbox"/> Visual Technology                    | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate    | See Attached 430-A | <input type="checkbox"/> Other                                | See Attached 430-A |
| <input type="checkbox"/> Interviews                   | See Attached 430-A |   |                    |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	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.
<b>Rating</b> (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Justification for Evaluation**

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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)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations    See Attached 430-A       | <input type="checkbox"/> Student Assignment Sheets    See Attached 430-A                        |
| <input type="checkbox"/> Informal Observations/Visits    See Attached 430-A | <input type="checkbox"/> Student Work    See Attached 430-A                                     |
| <input type="checkbox"/> Assessment Materials    See Attached 430-A         | <input type="checkbox"/> Instructional Resources/<br>Materials/Technology    See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate    See Attached 430-A    | <input type="checkbox"/> Other    See Attached 430-A  |
- Interviews

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	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.
<b>Rating</b> (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Justification for Evaluation**

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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)

- |   |                    |   |                    |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations       | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets                        | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work                                     | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials         | See Attached 430-A | <input type="checkbox"/> Instructional Resources/Materials/<br>Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher Interviews   | See Attached 430-A | <input type="checkbox"/> Other  | See Attached 430-A |
| <input type="checkbox"/> Written Documentation        | See Attached 430-A |   |                    |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	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.
<b>Rating</b> (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Justification for Evaluation**

