

*** PDE-430 ***

**Commonwealth of
Pennsylvania**

**Department of
Education**

**333 Market Street
Harrisburg, PA**

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Circle One

Midterm PDE-430

Final PDE-430

Hahn

Jaclyn

Circle One

Undergraduate Student

Graduate Student

Intern Teacher

Subjects Taught: Biology

Grade Level(s): 10th

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.

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Name (Last, First, Middle Initial): **Hahn, Jaclyn**

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, their knowledge of assigned students and his/her 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
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP's)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

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 with √)		2.5		

Justification for Evaluation:

Ms. Hahn has been able to utilize a variety of resources to contribute to the planning for her classes. She has demonstrated a willingness to prepare in advance and connect regularly with her cooperating teaching and additional colleagues to check in on pedagogical and content-based decision-making. Ms. Hahn's willingness to research and seek out useful and developmentally appropriate materials has been an asset to her preparation. Ms. Hahn has utilized and contributed to the West Deptford Science Team's group folder for material and resources.

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Student's Name (Last, First, Middle Initial): **Hahn, Jaclyn**

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)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

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 with √)		2		

Justification for Evaluation:

Ms. Hahn has prioritized knowing the students' names and building relationships that will provide a strong foundation from which to work. During this unusual Covid implicated environment connecting with students who are both in the classroom and on Zoom requires intentionality and consistency. Students sense that Ms. Hahn is invested in the material and the students' success in learning the content. Ms. Hahn's interactions with students have been positive and productive. Students have provided informal feedback to Ms. Hahn's supervisor in a Zoom breakout room regarding Ms. Hahn's positive influence thus far.

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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)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

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 with √)		2		

Justification for Evaluation:

Ms. Hahn is growing in her ability to ask questions prepared and those that emerge real time in an effort to engage students lower order and higher order thinking skills. Ms. Hahn has demonstrated a willingness to use a variety of technological tools utilize time on task and engage students in meaningful learning activities. Specifically, Ms. Hahn has seamlessly utilized Go Guardian, Google Classroom, Padlet, and Peardeck while being observed. Ms. Hahn provides a clear plan for production and she is able to help facilitate learning in chunks of material that are manageable.

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Student's Name (Last, First, Middle Initial): **Hahn, Jaclyn**

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)

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

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 with √)		2.5		

Justification for Evaluation:
Ms. Hahn has indicated an appreciation for the school culture and has shown an interest in building a positive professional relationship with her coop and fellow department members. Ms. Hahn has consistently been communicative and has followed all Neumann University's and West Deptford SD's policies and procedures.

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Overall Rating

Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (Maximum of 3 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 (Enter total score)		9 points		

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:

Ms. Hahn has had a very successful first half of student teaching and her cooperating teacher has indicated that Ms. Hahn is cooperative, prepared, and capable. Ms. Hahn will continue to build confidence and expertise with the exposure and experience provided by the time remaining in her student teaching experience.

Student's Name (Last, First, Middle Initial): **Hahn, Jaclyn**

District/IU: West Deptford SD

School: West Deptford HS

School Year: 2020/21

Term: Spring 2021

Conference Date: March 3, 2021

University Supervisor Signature

Date March 3, 2021

Dr. Marisa A. Rauscher

Student Teacher Signature

Date March 3, 2021

As per virtual meeting, Jaclyn Hahn

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