

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

Hahn      Jaclyn      Taylor      147-04-1341  
 Student/Candidate's Last Name      First      Middle      Social Security Number  
Biology      \_\_\_\_\_      \_\_\_\_\_      10  
 Subject(s) Taught      \_\_\_\_\_      \_\_\_\_\_      Grade Level

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.

**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, knowledge of assigned students, and the 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 review lesson plans       Student Teacher Interviews plus daily conversations  
 Resources/Materials/Technology lots of technology       Classroom Observations \_\_\_\_\_  
 Assessment Materials grades assignments       Resource Documents \_\_\_\_\_  
 Information About Students \_\_\_\_\_       Other \_\_\_\_\_  
 (Including IEP's)

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 ✓)		<b>X</b>		

**Justification for Evaluation**

Ms. Hahn is doing a great job so far. She has a vast knowledge of Biological content and has been producing detailed lesson plans. She is using lots of technology and she interacts well with myself and other science teachers.

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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 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 every lesson she teaches                       Visual Technology by observing her lessons  
 Informal Observations/Visits \_\_\_\_\_                       Resources/Materials/Technology/Space \_\_\_\_\_  
 Student Teacher/Candidate Interviews informal + daily                       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 ✓)		<b>X</b>		

**Justification for Evaluation**  
 In these "Covid times" some of these things are difficult to accomplish, but Ms. Hahn is doing a great job so far with her student interactions. It's tough to teach to a Zoom screen

all day, but she is doing really well at making the kids feel included.

FYI - the other day one of our students messaged her and told her that they like her more than me already!

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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 checked="" type="checkbox"/> Classroom Observations _____	<input checked="" type="checkbox"/> Student Assignment Sheets _____
<input checked="" type="checkbox"/> Informal Observations/Visits _____	<input checked="" type="checkbox"/> Student Work _____
<input checked="" type="checkbox"/> Assessment Materials _____	<input checked="" type="checkbox"/> Instructional Resources/Materials/Technology _____
<input checked="" type="checkbox"/> Student Teacher/Candidate Interviews _____	<input type="checkbox"/> Other _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate ✓)		✗		

**Justification for Evaluation**  
 Again, lots of this is challenging during these times, but Mrs. Hahn is making the best of a bad situation. She is designing and implementing interesting, engaging + informative lessons. When she grades student work - she always provides insightful feedback.

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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 checked="" type="checkbox"/> Classroom Observations _____	<input checked="" type="checkbox"/> Student Assignment Sheets _____
<input checked="" type="checkbox"/> Informal Observations/Visits _____	<input checked="" type="checkbox"/> Student Work _____
<input checked="" type="checkbox"/> Assessment Materials _____	<input checked="" type="checkbox"/> Instructional Resources/Materials/Technology _____
<input checked="" type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Written Documentation _____	

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate ✓)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Justification for Evaluation**  
 Ms. Hahn is mature beyond her years and has always been ~~professional~~ professional in all interactions she's had with me and all other staff at our school.

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 ✓)		X		

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 is doing a great job so far in these crazy unique times.

Hahn      Jaclyn      Taylor      147-04-1341  
 Student Teacher/Candidate's Last Name      First      Middle      Social Security Number  
 West Deptford      West Deptford High School  
 District/IU      School      Interview/Conference Date  
 School Year: 2020-2021      Term: Spring 2021

Required Signatures:  
 Supervisor/Evaluator: Joe D. Rubin      Date: 2/22/21  
 Student/Teacher Candidate: Jaclyn Hahn      Date: 3/1/21

(Confidential Document)