

Appendix C

Candidate Name:

Penn State ID:

Semester/Year:



*The Pennsylvania State University
College of Education
Performance-Based Assessment of Student Teaching*

Candidate:

Name (Last, First, Middle Initial):

Student Penn State Identification
Number:

Certification Area:

Permanent Address (Street, City, State,
Zip):

Field Experience Period:

Semester (Spring or Fall &
Year):

Dates (From mm/yr to
mm/yr):

Field Experience Site:

School District:

School Building:

School Building Full
Address:

Field Experience Responsibility:

Grade Level(s):

Subject(s):

Field Experience Coaches:

Penn State Supervisor:

Mentor/Cooperating Teacher(s):

Candidate's Signature:

<i>Assessor's Title</i>	<i>Assessor's Signature</i>	<i>Assessor's Address/Phone</i>	<i>Conference Date</i>
<i>Supervisor</i>			
<i>Mentor Teacher</i>			
<i>Student Teacher</i>			

Who completed this form? _____ Supervisor _____ Mentor Teacher _____ Student Teacher

Mid-Term Assessment _____ **Final Assessment** _____

Note: Directions for completion can be found on page 7. A list of all domains and standards is included.

Domain A:	Rating	Comments
Planning and Preparing for Student Learning 1. Demonstrates an understanding of subject matter and subject-specific pedagogy during planning. <i>Indicators:</i> a. Identifies important concepts and understandings. b. Recognizes connections between concepts, procedures, and applications. c. Uses resources to deepen own subject matter knowledge. d. Anticipates potential student misconceptions and difficulties.	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
2. Uses principles of learning and development, and understanding of learners and learner diversity during planning, instruction, and assessment. <i>Indicators:</i> a. Accommodates the social, emotional, cognitive, and physical needs of target learners in planning. b. Uses prior knowledge of learners in planning. c. Plans for learner diversity.	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
3. Uses relevant community, district, school, and classroom factors and characteristics in planning. <i>Indicators:</i> a. Uses local school or community resources in planning. b. Uses knowledge of community to customize lessons.	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
4. Develops and selects appropriate instructional goals and objectives. <i>Indicators:</i> a. Plans include goals that address student outcomes. b. Plans include challenging goals that address learner diversity. c. Learning goals are achievable and measurable. d. Learning goals address appropriate local, state, or national standards.	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	

<p>5. Designs coherent short-range and long-range opportunities for student learning and assessment.</p> <p>Indicators:</p> <ol style="list-style-type: none"> Lesson goals, activities, and assessments are congruent. Daily lesson plans align with instructional goals. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	
<p>6. Selects, adapts, and/or creates appropriate instructional resources, materials, and instructional technologies.</p> <p>Indicators:</p> <ol style="list-style-type: none"> Materials, resources, and technologies match learning goals. Adapts materials to meet diverse needs. Uses technology when appropriate. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	
<p>7. Plans for an inclusive, nurturing, stimulating and academically challenging learning environment.</p> <p>Indicators:</p> <ol style="list-style-type: none"> Physical learning environment accommodates all learners. Students feel safe in the learning environment. All students have opportunities to participate. Plans lessons where students learn responsibility. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	
<p>Comprehensive Rating: Domain A Planning</p>		
<p>Sources of evidence used to determine this rating:</p> <p><input type="checkbox"/> lesson plans <input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks</p>	<p><input type="checkbox"/> Exemplary: (Consistently and thoroughly.) <input type="checkbox"/> Superior (Usually and extensively.) <input type="checkbox"/> Satisfactory (Sometimes and adequately.) <input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)</p>	<p>Note: These terms are those used for the PDE430 form.</p>
Domain B: Teaching	Rating	Comments
<p>1. Actively and effectively engages all learners.</p> <p>Indicators:</p> <ol style="list-style-type: none"> Links instruction to prior knowledge. Adjusts instruction in response to learner needs. Uses discussion techniques to stimulate participation. Encourages risk-taking. Responds flexibly to spontaneous events. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	
<p>2. Assesses student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.</p> <p>Indicators:</p> <ol style="list-style-type: none"> Communicates the role of assessment in learning. Collects and analyzes relevant student data in a variety of ways. Uses collected data to adjust instruction. Provides timely, accurate, specific, and constructive feedback. Provides students opportunities to use teacher feedback. Maintains secure, accurate, and pertinent student records. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	
<p>3. Manages classroom procedures appropriately:</p> <p>Indicators:</p> <ol style="list-style-type: none"> Establishes and implements effective routines. Communicates clear expectations. Uses instructional time productively. Designs and uses efficient systems for non-instructional activities. Designs and implements efficient system for collection of assignments. 	<p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable</p>	

<p>4. Manages student learning and behavior appropriately.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. <i>Communicates high academic and behavioral expectations.</i> b. <i>Communicates directions and procedures clearly.</i> c. <i>Demonstrates awareness of student behavior.</i> d. <i>Anticipates and responds effectively to potential behavior problems.</i> e. <i>Responds to student behaviors in a variety of ways.</i> f. <i>Sets a tone in the class where learning is valued.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>5. Communicates effectively using verbal, non-verbal, and alternative media techniques.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. <i>Speaks and writes using Standard English, effectively and expressively.</i> b. <i>Uses well-chosen language that enriches learning.</i> c. <i>Adjusts communication techniques to learners.</i> d. <i>Uses media and technology to support student learning.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>Comprehensive Rating: Domain B Teaching</p>		
<p>Sources of evidence used to determine this rating:</p> <p><input type="checkbox"/> lesson plans</p> <p><input type="checkbox"/> journal entries</p> <p><input type="checkbox"/> unit plan</p> <p><input type="checkbox"/> portfolio</p> <p><input type="checkbox"/> assessment materials</p> <p><input type="checkbox"/> observations—dates as follows:</p> <p><input type="checkbox"/> other assignments/tasks</p>	<p><input type="checkbox"/> Exemplary: (Consistently and thoroughly.)</p> <p><input type="checkbox"/> Superior (Usually and extensively.)</p> <p><input type="checkbox"/> Satisfactory (Sometimes and adequately.)</p> <p><input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)</p> <p><i>Note: These terms are also used for the PDE430 form.</i></p>	
<p>Domain C:</p> <p>Analyzing Student Learning and Inquiry into Teaching</p>	<p>Rating</p>	<p>Comments</p>
<p>1. Monitors and adjusts instructional and assessment strategies during teaching.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. <i>Uses formal and informal assessments to determine student understanding of subject matter.</i> b. <i>Modifies instruction and assessment in response to student understanding.</i> c. <i>Uses observation of student engagement to adjust instruction and assessment.</i> d. <i>Capitalizes on “teachable moments.”</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>2. Systematically analyzes assessment data to characterize whole class and relevant sub-groups of students.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. <i>Creates appropriate criteria for assessment.</i> b. <i>Collects data systematically.</i> c. <i>Determines performance of each student.</i> d. <i>Communicates student performance to students, parents, and others, as appropriate.</i> e. <i>Can recommend “next steps” based on assessment data.</i> f. <i>Determines alternatives to re-teach content when necessary.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>3. Uses data from classroom teaching to assess own strengths and areas of improvement.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. <i>Conducts inquiry into own teaching and acts upon results.</i> b. <i>Accurately assesses lesson effectiveness.</i> c. <i>Responds positively to counsel from supervisor and mentor.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	

<p align="center">Comprehensive Rating: Domain C Assessment & Inquiry</p> <p>Uses Sources of evidence used to determine this rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson plans <input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks 	<p><input type="checkbox"/> Exemplary: (Consistently and thoroughly.)</p> <p><input type="checkbox"/> Superior (Usually and extensively.)</p> <p><input type="checkbox"/> Satisfactory (Sometimes and adequately.)</p> <p><input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)</p>	
<p>Domain D: Fulfilling Professional Responsibilities</p>	<p>Rating</p>	<p>Comments</p>
<p>1. Consistently meets expectations and fulfills responsibilities. <i>Indicators:</i></p> <ul style="list-style-type: none"> a. <i>Completes assignments and tasks accurately and well.</i> b. <i>Meets deadlines.</i> c. <i>Fulfills commitments dependably.</i> d. <i>Maintains appropriate professional appearance.</i> e. <i>Exhibits enthusiasm, initiative, and self-confidence.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>2. Establishes and maintains productive, collaborative relationships with colleagues and families.</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> a. <i>Demonstrates tactful interactions.</i> b. <i>Effectively communicates instructional program and student progress to families.</i> c. <i>Recognizes family members as partners in their child’s education.</i> d. <i>Shares ideas, information, and resources with colleagues.</i> e. <i>Willingly participates in extra-curricular, departmental, and school-wide activities when appropriate.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>3. Values and seeks professional growth.</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> a. <i>Takes advantage of opportunities for involvement in workshops, conferences, membership in professional organizations, school board meetings, peer coaching, parent-teacher organization meetings, seminar leadership, and conducting action research.</i> b. <i>Seeks and uses educational research.</i> c. <i>Displays a growing repertoire of instructional and assessment strategies.</i> d. <i>Displays growth in the use of appropriate educational technologies.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>4. Continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> a. <i>Demonstrates academic integrity as defined by Penn State.</i> b. <i>Demonstrates integrity in safeguarding student rights and records.</i> c. <i>Follows district and university policies, as well as state, local, and federal laws and regulations.</i> d. <i>Demonstrates professionalism as defined by the Pennsylvania Code of Professional Practice and Conduct for Educators.</i> 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p align="center">Comprehensive Rating: Domain D Professionalism</p> <p>Sources of evidence used to determine this rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson plans 	<p><input type="checkbox"/> Exemplary: (Consistently and thoroughly.)</p>	

<input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks	<input type="checkbox"/> Superior (Usually and extensively.) <input type="checkbox"/> Satisfactory (Sometimes and adequately.) <input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)	
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Final Evaluation

**OVERALL RATING
Student Teaching**

Category	Exemplary	Superior	Satisfactory	Unsatisfactory
Rating Indicate with an X.				

Comments:

Note: The Supervisor and the Mentor each complete a letter of reference as part of the evaluation.

I acknowledge that I have read/prepared this assessment and discussed it with the appropriate parties.

Mid-Term Conference Date: _____ Final Conference Date: _____

Student Teacher: _____

Mentor Teacher: _____

Supervisor: _____