

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

Laskow	Kevin	P	Social Security Number
Student/Candidate's Last Name	First	Middle	9-12
Art			Grade Level
Subject(s) Taught			

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)

- |  |                    |  |                    |
|--|--------------------|--|--------------------|
| <input checked="" type="checkbox"/> Lesson/Unit Plans              | See Attached 430-A | <input checked="" type="checkbox"/> Student Teacher Interviews | See Attached 430-A |
| <input checked="" type="checkbox"/> Resources/Materials/Technology | See Attached 430-A | <input checked="" type="checkbox"/> Classroom Observations     | See Attached 430-A |
| <input checked="" type="checkbox"/> Assessment Materials           | See Attached 430-A | <input type="checkbox"/> Resource Documents                    | See Attached 430-A |
| <input type="checkbox"/> Information About Students                | See Attached 430-A | <input type="checkbox"/> Other                                 | See Attached 430-A |

(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 √)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Justification for Evaluation** Mr. Laskow's planning is thorough, thoughtful and thick with the examples he needs to use for his students. His lesson plan format is extraordinary. He plans for visual presentations to develop his lessons.