

**THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
PERFORMANCE-BASED ASSESSMENT OF STUDENT TEACHING**

Cover Sheet: ST-1

Candidate

Name: *(Last, First, Middle Initial)*:

Student Penn State Identification Number:

Certification Area:

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

Field Experience Period:

Spring Fall;

Dates: *(mm/yr-mm/yr)*:

Field Experience Site:

School District:

School Building:

City:

Zip:

Field Experience Responsibility:

Grade Level(s)

Subjects(s)

Field Experience Coaches:

Penn State Supervisor:

Mentor Teacher:

Candidate's Signature:

Date:

Assessor	Assessor Signature	Assessor Address/Phone #	Date
University Supervisor			
Mentor Teacher			
Student Teacher			

Note: The University Supervisor, as designate, authenticates all signatures when uploading this document to eCredentials.

Note: Effective April 2005, Penn State Career Services established an electronic credentials service, eCredentials. Documents are now stored electronically and may be uploaded by reference writers, candidates, or Career Services staff who have authenticated their identities with a valid Penn State digital identity. This authentication serves as an electronic signature for those documents without written signatures.

I understand that the final assessment completed by the assessor(s) below will be sent to my eCredentials file and that I am given the option of activating my eCredentials file and, if I do, removing any documents that have been uploaded.

Mid-Term Assessment ___ **Final-Assessment** ___

Note: Directions for completion can be found in back. A list of all domains and standards is included.

Domain A: Planning and Preparing for Student Learning	Rating	Comments
1. Considers pedagogical content knowledge during planning. <i>Indicators:</i> <ul style="list-style-type: none"> • Identifies important concepts and understandings. • Recognizes connections between concepts, procedures, and applications. • Uses resources to deepen own subject matter knowledge. • Anticipates potential student misconceptions and difficulties. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
2. Differentiates to accommodate individual learner. <i>Indicators:</i> <ul style="list-style-type: none"> • Accommodates the social, emotional, cognitive, and physical needs of target learners in planning. • Uses prior knowledge of learners in planning. • Plans for learner diversity. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
3. Considers the community when designing lessons. <i>Indicators:</i> <ul style="list-style-type: none"> • Uses local school or community resources in planning. • Uses knowledge of community to customize lessons. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
4. Selects and develops appropriate goals and objectives. <i>Indicators:</i> <ul style="list-style-type: none"> • Plans include goals that address student outcomes. • Plans include challenging goals that address learner diversity. • Learning goals are achievable and measurable. • Learning goals address appropriate local, state, or national standards. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
5. Considers short and long range goals in planning and assessment. <i>Indicators:</i> <ul style="list-style-type: none"> • Lesson goals, activities, and assessments are congruent. • Daily lesson plans align with instructional goals. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
6. Selects, adapts, and creates appropriate instructional materials, resources, and instructional technologies. <i>Indicators:</i> <ul style="list-style-type: none"> • Materials, resources, and technologies match learning goals. • Adapts materials to meet diverse needs. • Uses technology when appropriate. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
7. Plans for an inclusive and challenging learning environment. <i>Indicators:</i> <ul 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. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
<p style="text-align: center;">Comprehensive Rating: Domain A Planning</p> Sources of evidence used to determine this rating: ___ lesson plans ___ journal entries ___ unit plan ___ portfolio ___ assessment materials ___ observations—dates as follows: ___ other assignments/tasks	___ Exemplary: (Consistently and thoroughly.) ___ Superior (Usually and extensively.) ___ Satisfactory (Sometimes and adequately.) ___ Unsatisfactory (Rarely or never and inappropriately.)	Note: These terms are those used for the PDE430 form.

Domain B: Teaching	Rating	Comments
<p>1. Actively and effectively engages all learners. Indicators:</p> <ul style="list-style-type: none"> • <i>Links instruction to prior knowledge.</i> • <i>Adjusts instruction in response to learner needs.</i> • <i>Uses discussion techniques to stimulate participation.</i> • <i>Encourages risk-taking.</i> • <i>Responds flexibly to spontaneous events.</i> 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable</p>	
<p>2. Insures assessment of students occurs in multiple ways. Indicators:</p> <ul style="list-style-type: none"> • <i>Communicates the role of assessment in learning.</i> • <i>Collects and analyzes relevant student data in a variety of ways.</i> • <i>Uses collected data to adjust instruction.</i> • <i>Provides timely, accurate, specific, and constructive feedback.</i> • <i>Provides students opportunities to use teacher feedback.</i> • <i>Maintains secure, accurate, and pertinent student records.</i> 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable</p>	
<p>3. Manages classroom procedures appropriately. Indicators:</p> <ul style="list-style-type: none"> • <i>Establishes and implements effective routines.</i> • <i>Communicates clear expectations.</i> • <i>Uses instructional time productively.</i> • <i>Designs and uses efficient systems for non-instructional activities.</i> • <i>Designs and implements efficient system for collection of assignments.</i> 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable</p>	
<p>4. Manages student learning and behavior. Indicators:</p> <ul style="list-style-type: none"> • <i>Communicates high academic and behavioral expectations.</i> • <i>Communicates directions and procedures clearly.</i> • <i>Demonstrates awareness of student behavior.</i> • <i>Anticipates and responds effectively to potential behavior problems.</i> • <i>Responds to student behaviors in a variety of ways.</i> • <i>Sets a tone in the class where learning is valued.</i> 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable</p>	
<p>5. Communicates effectively verbally, non-verbally, and through alternative media. Indicators:</p> <ul style="list-style-type: none"> • <i>Speaks and writes using Standard English, effectively and expressively.</i> • <i>Uses well-chosen language that enriches learning.</i> • <i>Adjusts communication techniques to learners.</i> • <i>Uses media and technology to support student learning.</i> 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable</p>	
<p style="text-align: center;">Comprehensive Rating: Domain B Teaching</p> <p>Sources of evidence used to determine this rating:</p> <p>___ lesson plans ___ journal entries ___ unit plan ___ portfolio ___ assessment materials ___ observations—dates as follows: ___ other assignments/tasks</p>	<p>___ Exemplary: (Consistently and thoroughly.) ___ Superior (Usually and extensively.) ___ Satisfactory (Sometimes and adequately.) ___ Unsatisfactory (Rarely or never and inappropriately.) <i>Note: These terms are also used for the PDE430 form.</i></p>	

Domain C Analyzing Student Learning and Inquiry into Teaching	Rating	Comments
1. Monitors and adjusts instructional and assessment strategies during teaching. <i>Indicators:</i> <ul style="list-style-type: none"> • <i>Uses formal and informal assessments to determine student understanding of subject matter.</i> • <i>Modifies instruction and assessment in response to student understanding.</i> • <i>Uses observation of student engagement to adjust instruction and assessment.</i> • <i>Capitalizes on “teachable moments.”</i> 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
2. Systematically analyzes assessment data of whole class and sub-groups. <i>Indicators:</i> <ul style="list-style-type: none"> • <i>Creates appropriate criteria for assessment.</i> • <i>Collects data systematically.</i> • <i>Determines performance of each student.</i> • <i>Communicates student performance to students, parents, and others, as appropriate.</i> • <i>Can recommend “next steps” based on assessment data.</i> • <i>Determines alternatives to re-teach content when necessary.</i> 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
3. Uses data from classroom teaching to assess own strengths and areas of improvement. <i>Indicators:</i> <ul style="list-style-type: none"> • <i>Conducts inquiry into own teaching and acts upon results.</i> • <i>Accurately assesses lesson effectiveness.</i> • <i>Responds positively to counsel from supervisor and mentor.</i> 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
Comprehensive Rating: Domain C Assessment & Inquiry Uses Sources of evidence used to determine this rating: ___ lesson plans ___ journal entries ___ unit plan ___ portfolio ___ assessment materials ___ observations—dates as follows: ___ other assignments/tasks	___ Exemplary: (Consistently and thoroughly.) ___ Superior (Usually and extensively.) ___ Satisfactory (Sometimes and adequately.) ___ Unsatisfactory (Rarely or never and inappropriately.)	

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

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 final 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: _____

University Supervisor: _____

Guidelines for Completing Mid-Term and End-of-Term Assessments

The Performance-Based Assessment of Student Teaching focuses on performances within four major domains included in the Penn State Model of Teacher Preparation Performance Framework:

- Domain A: Planning and Preparing for Student Learning
- Domain B: Teaching
- Domain C: Inquiring and Analyzing Learning and Teaching
- Domain D: Professionalism

Each of the four domains identifies critical understandings, abilities, and dispositions of Penn State teacher candidates. This mid-term and end-of-term assessment process are part of your field experience assessment, as specified in Chapter 49 of the Pennsylvania School Code

This form involves three kinds of assessments:

1. The student teacher's performance on each standard of the performance framework is assessed.
2. The student teacher's performance in each domain of the performance framework is assessed.
3. An overall assessment of the student teacher's performance is made.

The level of candidate performance for each domain, is determined by examining a sampling of the candidate's work.

Success in reaching the goal of each domain is assessed using the following descriptors:

1. **EXEMPLARY:** The candidate is highly sophisticated and insightful, unusually thorough and consistent in ability to draw on extensive knowledge of learners and teaching to create and adjust powerful learning opportunities; is highly aware of strengths and limitations; actively pursues professional growth.
2. **SUPERIOR:** The candidate's performance is of moderately high quality. In nearly all circumstances the candidate is able to adequately draw on knowledge of learners and teaching to create appropriate learning opportunities; can articulate strengths and limitations as well as plans for continued professional growth.
3. **SATISFACTORY:** The candidate is performing at the minimum level expected of a new teacher. The candidate has limited but appropriate understandings of learning and teaching. Ability to be adaptive, creative, and innovative is limited; appears to be somewhat aware of limitations.
4. **UNSATISFACTORY:** Candidate relies on a limited repertoire of routines, can perform only with coaching, relies on highly scripted procedures or approaches, and is generally unaware of limitations.

Each standard (within each domain) is assessed by considering the frequency that the standard has been met: *Consistently, Often, Sometimes, Rarely, and Not applicable*. Each individual standard includes "indicators" to guide this decision.

Mid-term Assessment: This form is used twice during the semester. Once at the mid-point in the semester, and again at the end of the field experience. Supervisors are given the choice of assessing the candidate at the mid-point in one of two ways: Their assessment may reflect (1) whether the standards and domains reflect appropriate progress to the mid-point in the semester; or, (2) whether the assessment reflects the mark that the student would receive if no further progress is made in the second half of the semester—in other words, if the student were already finished with his/her practicum. The supervisor should make it clear to student teachers which approach was used.

The Final Assessment: This assessment presumes an indication of whether the student teacher, in the supervisor's determination, successfully completed student teaching.

The Mid-term assessment and the Final Assessment are to be individually completed by the supervisor, the mentor teacher, and the student. The mentor teacher and the supervisor assesses the student teacher. Student teachers assesses themselves. All efforts should be made to have a three-way conference to discuss the assessment results at both the mid point in the semester and upon the end of the field experience. The student teacher, the mentor teacher, and the supervision should have access to these forms for their own records.

I. Penn State New Teacher Performance Framework

Domain A: Planning and Preparing for Student Learning

The Penn State teacher:

- A1. Considers pedagogical content knowledge during planning.
- A2. Differentiates to accommodate individual learner.
- A3. Considers the community when designing lessons.
- A4. Selects and develops appropriate goals and objectives.
- A5. Considers short *and* long range goals in planning and assessment.
- A6. Selects, adapts, and creates appropriate instructional materials, resources, and instructional technologies.
- A7. Plans for an inclusive and challenging learning environment.

Domain B: Teaching

The Penn State teacher:

- B1. Actively and effectively engages all learners.
- B2. Insures that assessment student occurs in multiple.
- B3. Manages classroom procedures appropriately.
- B4. Manages student learning and behavior.
- B5. Communicates effectively verbally, nonverbally, and through alternative media .

Domain C: Analyzing Student Learning and Inquiring into Teaching

The Penn State teacher:

- C1. Monitors and adjusts instructional and assessment strategies during teaching.
- C2. Systematically analyzes assessment data of whole class and sub-groups.
- C3. Uses data from classroom teaching to assess own strengths and areas of improvement.

Domain D. Fulfilling Professional Responsibilities

The Penn State teacher:

- D1. Consistently meets expectations and fulfills responsibilities.
- D2. Establishes and maintains productive, collaborative relationships with colleagues and families.
- D3. Values and seeks professional growth.
- D4. Demonstrates integrity and professional conduct.