

# SHIPPENSBURG UNIVERSITY

## STUDENT TEACHING

### EVALUATION APPENDIX:

#### EVALUATION FORMS & GUIDES

#### FOR THE STUDENT TEACHING

#### SEMESTER

##### Evaluation Explanations, Timelines, & Directions, Guides & Forms

- *University Supervisor PDE 430*
- *Cooperating Teacher Modified Educator Effectiveness Rubric*
- *All SU Stakeholder Professional Disposition Survey*
- *All SU Stakeholder Digital Satisfaction Survey*
- *Special Education Cooperating Teacher Performance Profile*
- *University Supervisor Impact on Student Learning Survey*
- *Teacher Candidate Confirmation of Assignment Survey*

### DISTRICT & UNIVERSITY PARTNERSHIP

The Cooperating Teacher and the University Supervisor should be as open and candid as possible in their evaluations of the Teacher Candidate. The Teacher Candidate should always be fully aware of the assessment of their performance. Each semester, the Office of Partnerships, Professional Experiences, and Outreach will distribute a calendar which identifies the midterm date. Each entity will receive copies of relevant forms. Each Teacher Candidate will receive formal midterm evaluations (PDE 430 and Modified Educator Effectiveness Rubric) as well as formal final evaluations (PDE 430, Modified Educator Effectiveness Rubric, and Professional Dispositions) from the University Supervisor and the Cooperating Teacher. The University Supervisor and the Cooperating Teacher should share their respective evaluations and communicate them to the Teacher Candidate.

**Evaluations should be a joint effort between the University Supervisor and the Cooperating Teacher.** All evaluation forms are to be submitted to the University Supervisor, who will collect them from the Cooperating Teacher. Any concerns with any entity or person within the student teaching community of educators should be communicated to the OPPEO who can be reached via email at [fieldexperiences@ship.edu](mailto:fieldexperiences@ship.edu).

The **evaluations** should represent the assessment of the Teacher Candidate's performance by the University Supervisor and Cooperating Teacher at each juncture, the 4, 8, 12, and 16 marks. The CT, TC, and US should hold a joint meeting to discuss their performance, scores, and next steps. Exemplary or Superior performance should be recognized and reinforced. If, however, the student's performance is considered unsatisfactory, this must be communicated clearly and **as early in the experience** as possible.

- Unsatisfactory ratings at the 4-, 8-, and 12-week marks require a written **individualized action plan**.
- **Unsatisfactory ratings at the 16-week mark or final evaluation point will result in the teacher candidates inability to be certified in their prospective content area and grade band. They must enroll in a new educator program.**
- See the Conflicts/Concerns Section of the handbook for more information on IAPs.

## SEMESTER SCHEDULES AND TIMELINES

Schools expect your participation in the classroom to enhance student learning. Details will vary with the context and district policy: and if prior field experience occurred in the same setting. Additionally, schedules among the different teacher preparation programs (Secondary, Mid-level, PK-4/Dual, STEM MAT, Special Education Graduate Program) vary. Consequently, collaboration will ensure decisions that benefit your students, your Cooperating Teacher (CT) and you. A schedule with the semester's mandatory professional development seminars will be emailed to you and be posted on the OPPEO webpage. Make sure to follow instructions and respond to emails from the OPPEO to ensure your attendance and participation. Some consistent schedule guidelines for all programs are included below:

- Teacher candidates will follow the student teaching calendar distributed by the OPPEO and attend any mandatory events. It is their responsibility to submit any required documentation to their professors and communicate with all entities involved in the student teaching semester, including their Cooperating Teachers and the OPPEO.
- Any student in programs requiring two 8-week student teaching placements will conclude their first placement on Wednesday of the 8<sup>th</sup> week and start in their new placement on the Monday of the 9<sup>th</sup> week. Exceptions to this can be discussed with University Supervisors and the Director of Office of Partnerships, Professional Experiences, and Outreach. Students enrolled in the dual Special education/PreK-4 program or who are otherwise eligible to receive 2 degrees or certifications should remain in communication with their program advisors and University Supervisors to ensure completion of correct documentation.
- Student teaching is a full-time load of 9-15 credits. Teacher Candidates are usually not permitted to take other courses unless the program of study has a co-requisite course like EEC 483 or ECH 480. Permission to exceed 15 credits is granted selectively, only after a careful review of the student's academic record and conferring with the academic advisor and the Dean's Office. If you believe your situation warrants consideration, make an appointment with the Associate Dean of the College of Education and Human Services.

**KEEP AN EYE OUT FOR NOTES IN THE TOP RIGHT CORNER THAT DIRECT RESPONSIBILITY**

## EVALUATION TIMELINE

Please ensure that you are using the correct evaluation forms. Thank you for understanding that consistency is needed across all programs.

### University Supervisor PDE 430 Evaluation Survey (Digital):

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1. Use the paper PDE 430 rubric and guide within this survey to guide all 4 of your Teacher Candidate observations.
  - While you will use it for all 4 observations, **only the MID and FINAL scores count towards certification**. If your candidate scores a 1 or 0 at the mid-point (8 weeks) notify the OPPEO.
  - When the scores are added between the 2 rubrics to form an overall score—each category must have at least one (1) point in order for the candidate to be certified.
2. Submit your **MID and FINAL scores digitally**, via the link provided to you by the OPPEO.
3. You will receive a digital copy of your answers. Share those emailed results or digitally scanned hard copies of that evaluation with the Teacher Candidate.

### Cooperating Teacher Modified Educator Effectiveness Rubric (Digital):

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1. Use the paper Modified Educator Effectiveness Rubric and guide within this survey to guide all 4 of your Teacher Candidate observations.
2. Submit your MID (8 week) and FINAL (16 week) scores digitally, via the link provided to you by the OPPEO.
3. Review and share each evaluation, providing a hard copy or a copy of your digital survey results, with the Teacher Candidate.

### SU Stakeholder Professional Disposition Digital Survey:

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- All parties individually complete this survey at the end of the semester.
- Surveys completed by Cooperating Teachers and University Supervisors do not need to be shared with the Student Teacher.
- “Dual” student University Supervisors may choose to do their first 8-week Student Teachers at the midpoint. Both University Supervisors for “dual” Student Teachers should complete a separate dispositions survey.

### SU Stakeholders Digital Satisfaction Survey:

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- This digital survey allows all stakeholders to give honest feedback on the semester, Teacher Candidates, university programming, and more— to the OPPEO, which will then distribute data to the relevant departments and stakeholders.

### Special Education Cooperating Teachers Special Education Student Teaching Performance Profile:

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- The digital survey must be completed for any special education teacher candidate by their Cooperating Teacher at the end of the semester.

### University Supervisors Impact on Student Learning (As Applicable per Program):

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- Complete at the end of the semester.
- Complete one survey for each Student Teacher.
- Finalize by the date required for submission of grades.

<b>TEACHER CANDIDATES TO USE FOR TRACKING &amp; SUBMISSION OF DOCS</b>
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PLACEMENT TIMELINES: TEACHER CANDIDATES		
1 <sup>ST</sup> (MID) 8-WEEK	2 <sup>ND</sup> (FINAL) 8-WEEK	16-WEEK
Weeks 1-2		Weeks 1-3
Get to know schedules, routines, names, and curricula. Observe (with focus) your Cooperating Teacher and other building teachers. Assist with activities as the Cooperating Teacher (CT) leads. With your Cooperating Teacher's guidance, become part of the educational classroom on Day 2. Take responsibility early. With your Cooperating Teacher's guidance, plan to teach several lessons by the beginning of Week 2 (at the latest). With the guidance and approval of your Cooperating Teacher and University Supervisor (US), choose a unit that you will develop and teach during weeks 5-7 and decide how your Impact on Student Learning assignment will be implemented. Review PA Standards. Take the initiative with your CT in planning a schedule with what classes you will lead instruction. Make this plan early.		
Identify action research topic for ISL project, if applicable.		Identify action research topic for ISL project, if applicable.
Weeks 3-4		Weeks 4-6
With the guidance of and approval from your CT and US, assume increasing instructional responsibilities. If possible, video tape a lesson, critique it, and determine ways to improve and/or change the outcomes. Take the lead in planning, teaching, and assessing. The specifics—what, when how and how much—should be a collaborative decision between you, your CT, and your US. Implement your unit plan.		
Gather data for your ISL project, if applicable.		Gather data for your ISL project, if applicable.
Weeks 5-6		Weeks 7-9 (8-WEEK)
Take the lead in planning, teaching, and assessing. The specifics—what, when how and how much—should be a collaborative decision between you, your CT, and your US. Continue to implement your unit plan, making changes as they are suggested to you by your CT and your US.		
		Weeks 10-12
		Develop a second unit, continue with research project, or other assignments required by your CT and/or your US.
Weeks 7-8 (8-WEEK)	Weeks 7-8 (FINAL)	Weeks 13-16 (FINAL)
Your Cooperating Teacher gradually resumes the lead role as you complete assignments, assessments, and prepare yourself for your next eight-week assignment.	Complete University assignments, surveys, and assessments; including your ISL project if applicable, apply in TIMS for your teaching certificate; finalize resume; begin job search; observe in other classrooms if deemed appropriate by CT and US, prepare, and submit applications.	

**ALL STAKEHOLDERS TO USE FOR TRACKING & SUBMISSION OF DOCS**

## DOCUMENTATION CHECKLIST & TIMELINE

The University Supervisor is responsible for collecting all teacher candidates and Cooperating Teacher paperwork. Ensure that ALL PARTIES have **signed** and dated the form(s). Actual signatures should be secured.

1 <sup>ST</sup> 8-WEEK PLACEMENTS	2 <sup>ND</sup> 8-WEEK PLACEMENTS	16-WEEK PLACEMENTS
<b>3<sup>RD</sup>: 4<sup>TH</sup> WEEK OF SEMESTER</b>		
<b>Cooperating Teachers:</b>		
<input type="checkbox"/> 4-week observation using the Modified Educator Effectiveness Rubric as a guide for discussion		<input type="checkbox"/> 4-week observation using the Modified Educator Effectiveness Rubric as a guide for discussion
<b>University Supervisors:</b>		
<input type="checkbox"/> 4-week observation using the PDE 430 as a guide for discussion		<input type="checkbox"/> 4-week observation using the PDE 430 as a guide for discussion
<b>7<sup>TH</sup> - 8<sup>TH</sup> WEEK OF SEMESTER</b>		
<b>Cooperating Teachers:</b>		
<input type="checkbox"/> Modified Educator Effectiveness Rubric & Digital Score Survey <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link) <input type="checkbox"/> Letter of Recommendation (optional)		<input type="checkbox"/> Modified Educator Effectiveness Rubric & Digital Score Survey
<b>University Supervisors:</b>		
<input type="checkbox"/> PDE 430 Form (label as MID) (digital link) <input type="checkbox"/> Letter of Recommendation <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link)		<input type="checkbox"/> PDE 430 Form (label as MID) (digital link)
<b>9<sup>TH</sup> - 10<sup>TH</sup> WEEK OF SEMESTER</b>		
<b>Cooperating Teachers:</b>		
	<input type="checkbox"/> 4-week observation using the Modified Educator Effectiveness Rubric as a guide for discussion	<input type="checkbox"/> 4-week observation using the Modified Educator Effectiveness Rubric as a guide for discussion
<b>University Supervisors:</b>		
	<input type="checkbox"/> 4-week observation using the PDE 430 as a guide for discussion	<input type="checkbox"/> 4 week observation using the PDE 430 as a guide for discussion
<b>11<sup>TH</sup> - 12<sup>TH</sup> WEEK OF SEMESTER</b>		
<b>All Cooperating Teachers:</b>		

<input type="checkbox"/> Satisfaction Survey (digital link)		<input type="checkbox"/> Modified Educator Effectiveness Rubric & Digital Score Survey <input type="checkbox"/> Satisfaction Survey (digital link) <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link)	<input type="checkbox"/> Modified Educator Effectiveness Rubric & Digital Score Survey <input type="checkbox"/> Satisfaction Survey (digital link) <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link)
<b>Cooperating Teachers of Special Education Teacher Candidates Only:</b>			
<input type="checkbox"/> Special Education Student Teaching Performance Profile (digital link)		<input type="checkbox"/> Special Education Student Teaching Performance Profile (digital link)	<input type="checkbox"/> Special Education Student Teaching Performance Profile (digital link)
<b>University Supervisors:</b>			
<input type="checkbox"/> Satisfaction Survey (digital link)		<input type="checkbox"/> PDE 430 & Digital Score Survey (label as FINAL) <input type="checkbox"/> Satisfaction Survey (digital link) <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link)	<input type="checkbox"/> PDE 430 & Digital Score Survey (label as FINAL) <input type="checkbox"/> Satisfaction Survey (digital link) <input type="checkbox"/> Evaluation of Professional Dispositions Survey (digital link)
<b>PRIOR TO GRADE SUBMISSION DEADLINE</b> <b>Professors of Student Teaching Seminar Courses:</b>	<b>TWO DAYS PRIOR TO GRADUATION</b>		
	<b>Candidates</b>		
	<input type="checkbox"/> Satisfaction Survey (digital link) <input type="checkbox"/> Self-Evaluation of Professional Dispositions Survey (digital link) <input type="checkbox"/> Diversity Awareness & Technology Preparedness Awareness Survey (digital link) <input type="checkbox"/> Substitute/Official Position Survey (digital link) <input type="checkbox"/> Confirmation of Assignment Record (digital link)		
<input type="checkbox"/> Impact on Student Learning Survey (digital link)			

## CHECKLIST FOR TEACHER CANDIDATES & COOPERATING TEACHER REVIEW

### Contractual Times & Supervisory Duties

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- ☐ AM arrival time
- ☐ PM departure time
- ☐ Recess, library, study hall, cafeteria & bus duty
- ☐ Restrooms
- ☐ Halls
- ☐ Assemblies
- ☐ Before/after school supervision
- ☐ Other duties
- ☐ Attendance
- ☐ Daily announcements

### Student Information (*Consult District Policy*)

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- ☐ Names
- ☐ 504 plans & IEPs (accommodations & modifications)
- ☐ Methods for grouping and flexibility of the groups
- ☐ Special seating arrangements
- ☐ Special health and physical needs of students (allergies, etc. )
- ☐ Appropriate home & family information
- ☐ Procedures for involving school counselors, social workers, & parents in helping students
- ☐ Explain effective communication strategies for building partnerships with parents/guardians
- ☐ Share tips for conducting parent-teacher conferences & addressing concerns professionally

### Curriculum, Instruction, and Materials

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- ☐ Review the course of study & units for semester
- ☐ Review the curriculum maps
- ☐ Obtain textbooks, instructional aids, & reference materials
- ☐ Learn the location of these materials.
- ☐ Discuss student supplied vs. teacher supplied materials

- ☐ Demonstrate effective lesson planning techniques
- ☐ Demonstrate effective strategies for modifying lessons & curriculum for needs of diverse learners
- ☐ Share effective methods for aligning lessons with curriculum
- ☐ Model various instructional techniques, such as direct instruction, group work, & hands-on activities
- ☐ Discuss different assessment methods & their purpose

### Scheduling Considerations

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- ☐ Learning Support, Emotional Support, etc. , considerations
- ☐ Speech & other “pull-outs”
- ☐ Music lessons & other “specials” or “electives”
- ☐ Tutors & remediation courses
- ☐ Therapeutic/counseling groups & other PBIS interventions
- ☐ Resource room
- ☐ State Testing
- ☐ Inclement weather & virtual instruction scheduling

### Keep the University Supervisor Informed

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- ☐ Provide school and classroom schedules
- ☐ Share whatever information the University Supervisor needs (school rules, regulations, policies)
- ☐ Communicate regularly
- ☐ Communicate any concerns or questions

### Classroom, Library, & Facilities Procedures

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- ☐ Method used to take and record attendance
- ☐ Method used to take and record lunch count
- ☐ Procedure to send and receive messages
- ☐ System or procedure used to dismiss students to other classes,  
recess, lunch, busses & fire drills
- ☐ Method used to distribute, collect & store materials



- \_\_\_\_\_ Procedures for students who finish class work early
- \_\_\_\_\_ Hall/lavatory/nurse passes & procedures
- \_\_\_\_\_ Grading forms and systems
- \_\_\_\_\_ Explain how to effectively grade & provide feedback
- \_\_\_\_\_ Report cards
- \_\_\_\_\_ Discipline forms & procedures
- \_\_\_\_\_ Share strategies for handling discipline issues & promoting student engagement
- \_\_\_\_\_ Behavior tracking sheets
- \_\_\_\_\_ Positive behavior support (PBIS) forms & procedures
- \_\_\_\_\_ Health records & procedures
- \_\_\_\_\_ Permanent record forms & procedures
- \_\_\_\_\_ SAP procedures and forms
- \_\_\_\_\_ IEP & 504 records & procedures
- \_\_\_\_\_ Health/Nurse forms & procedures
- \_\_\_\_\_ Procedure to requisition & location of supplies
- \_\_\_\_\_ Supplies with free access vs. requiring special permission
- \_\_\_\_\_ Smartboard or projector
- \_\_\_\_\_ Copier & laminator machines & their procedures
- \_\_\_\_\_ Ask about any other relevant classroom technology
- \_\_\_\_\_ Review Library checkout & return procedures
- \_\_\_\_\_ Identify the location of counseling, main, & service-provider offices
- \_\_\_\_\_ Become familiar with the available library materials, district technology, computer software, & curriculum materials
- \_\_\_\_\_ Become familiar with the physical facilities of the school
- \_\_\_\_\_ students & providing emotional support
- \_\_\_\_\_ Highlight the importance of collaborating with colleagues & participating in professional development opportunities
- \_\_\_\_\_ Share resources & strategies for staying updated on best practices in education
- \_\_\_\_\_ Offer advice on managing time effectively, including lesson planning, grading, & other teacher responsibilities
- \_\_\_\_\_ Provide tips for balancing personal & professional time commitments with an emphasis on prioritizing
- \_\_\_\_\_ Emphasize the significance of self-care & maintaining a healthy work-life balance
- \_\_\_\_\_ Discuss strategies for managing stress, prioritizing personal well-being, & avoiding burnout

## Other Strategies & Discussions

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- \_\_\_\_\_ Demonstrate arranging furniture & materials for learning environment
- \_\_\_\_\_ Explain strategies for maintaining an organized classroom
- \_\_\_\_\_ Explain techniques for establishing & maintaining a positive classroom culture
- \_\_\_\_\_ Show ways to create a supportive & inclusive learning environment for all students
- \_\_\_\_\_ Discuss strategies for building positive relationships with

## PDE REQUIREMENTS OF STAGE IV FIELD EXPERIENCES CHECKLIST

DESCRIPTION	<input type="checkbox"/> Student teaching includes a minimum of 12 weeks full-time in the classroom with increasing teaching responsibility to completely simulate the role of a grades K-12 educator. <input type="checkbox"/> For greater than half of the student-teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning & delivery of instruction in the classroom. <input type="checkbox"/> Candidates should be given the opportunity to split their placements in different grade levels & organizational structures, i.e., an elementary & a high school; a middle school & a high school; etc., in order to demonstrate proficiency at different ends of the K-12 spectrum. <input type="checkbox"/> Cooperating Teachers must be certified for 3 years, 1 of which must be in the placement.
REQUIRED ELEMENTS	<input type="checkbox"/> Observation log signed by cooperating teacher. <input type="checkbox"/> Observation write-up by teacher candidate. <input type="checkbox"/> Observation feedback provided by university instructor. <input type="checkbox"/> On-site visitation by university instructor. <input type="checkbox"/> Group meeting once a week with the university instructor so that field experience is linked to current courses & practices. <input type="checkbox"/> PDE 430 Form.
THIS COMPETENCY HAS BEEN MET WHEN THE CANDIDATE:	

A. PLANNING & PREPARATION	<input type="checkbox"/> Stage 4. A. 1: Links content to related research-based pedagogy based on sound educational psychology principles in short- & long-range instructional plans. <input type="checkbox"/> Stage 4. A. 2: Constructs all instructional plans to align with Pennsylvania Pre-K-12 Academic Standards. <input type="checkbox"/> Stage 4. A. 3: Plans instruction that is responsive to the age and/or related characteristics of their students. <input type="checkbox"/> Stage 4. A. 4: Uses multiple forms of formative & summative assessments to adapt learning goals that match individual student needs. <input type="checkbox"/> Stage 4. A. 5: Plans short- & long-range instruction using appropriate resources, materials, technology, & activities to engage students in meaningful learning, based on their instructional goals. <input type="checkbox"/> Stage 4. A. 6: Assesses existing resources & creates and/or accesses additional instructional resources appropriate for learners under their responsibility.
B. CLASSROOM MANAGEMENT	<input type="checkbox"/> Stage 4. B. 1: Maintains & promotes a culture which values the development of meaningful, caring, & respectful relationships between teacher & students & among students. <input type="checkbox"/> Stage 4. B. 2: Creates & maintains a prepared classroom environment as a necessary element to support optimal learning opportunities. <input type="checkbox"/> Stage 4. B. 3: Uses classroom resources to support equity & maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, & ability. <input type="checkbox"/> Stage 4. B. 4: Assesses classroom resources in order to make adaptations & accommodations required to differentiate instruction for all learners. <input type="checkbox"/> Stage 4. B. 5: Engages in proactive communication with families & community contacts. <input type="checkbox"/> Stage 4. B. 6: Develops and/or supports systems for student transitions, as well as procedures & routines for instructional & non-instructional responsibilities.

C. INSTRUCTIONAL DELIVERY	<input type="checkbox"/> Stage 4. C. 1: Uses effective verbal & non-verbal communication techniques. <input type="checkbox"/> Stage 4. C. 2: Uses effective questioning & discussion techniques. <input type="checkbox"/> Stage 4. C. 3: Uses a variety of appropriately selected instructional strategies according to age, gender, individuality, culture, ability, & skill & which reflect evidence of student engagement, new learning, & assessment. <input type="checkbox"/> Stage 4. C. 4: Uses instructional technology & assesses its impact on student learning. <input type="checkbox"/> Stage 4. C. 5: Provides appropriate progress feedback to students in a timely manner. <input type="checkbox"/> Stage 4. C. 6: Uses active student engagement during instructional delivery. <input type="checkbox"/> Stage 4. C. 7: Uses a variety of formal & informal assessments to measure student responsiveness to instruction. <input type="checkbox"/> Stage 4. C. 8: Constructs a thoughtful & accurate assessment of a lesson's effectiveness & the extent to which learning goals were achieved & can offer alternative actions if necessary. <input type="checkbox"/> Stage 4. C. 9: Actively seeks, & is responsive to, constructive feedback offered by the cooperating teacher & university supervisor. <input type="checkbox"/> Stage 4. C. 10: Clearly communicates instructional goals, procedures, & content. <input type="checkbox"/> Stage 4. C. 11: Accesses communication technologies to communicate with families regarding student progress.
D. PROFESSIONAL CONDUCT	<input type="checkbox"/> Stage 4. D. 1: Communicates with cooperating teacher regarding instructional & non-instructional record keeping, procedures, routines, & timelines; including grading, attendance, lesson plans, parent communication, & inter-school needs & assumes these responsibilities as permitted. <input type="checkbox"/> Stage 4. D. 2: Participates in district, college, regional, state and/or national professional development growth & development opportunities. <input type="checkbox"/> Stage 4. D. 3: Exhibits integrity, ethical behavior & professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state, & federal laws & regulations. <input type="checkbox"/> Stage 4. D. 4: Avoids inappropriate relationships, conduct & contact with students. <input type="checkbox"/> Stage 4. D. 5: Applies safety precautions. <input type="checkbox"/> Stage 4. D. 6: Complies with school policies & procedures regarding professional dress, attendance, punctuality, & the use of technology. <input type="checkbox"/> Stage 4. D. 7: Cultivates professional relationships with colleagues, families, community; & avoids inappropriate relationships, conduct, & contact.

E. ASSESSMENT	<input type="checkbox"/> Stage 4. E. 1: Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, & psychomotor. <input type="checkbox"/> Stage 4. E. 2: Makes norm-referenced & criterion-referenced interpretations of assessment results. <input type="checkbox"/> Stage 4. E. 3: Applies interpretations to inform planning & instruction for groups & individual students. <input type="checkbox"/> Stage 4. E. 4: Applies interpretations of status (PSSA) & growth (PVASS) assessment models to inform planning & instruction for groups & individual students. <input type="checkbox"/> Stage 4. E. 5: Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. <input type="checkbox"/> Stage 4. E. 6: Constructs assessments to match curricular goals along a continuum of complexity (e. g., Bloom's taxonomy). <input type="checkbox"/> Stage 4. E. 7: Assesses their own professional growth through focused self-reflection.
F. KNOWLEDGE OF DIVERSE LEARNERS	<input type="checkbox"/> Stage 4. F. 1: Appropriately responds to the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom. <input type="checkbox"/> Stage 4. F. 2: Promotes a positive learning environment that values & fosters respect for all students. <input type="checkbox"/> Stage 4. F. 3: Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. <input type="checkbox"/> Stage 4. F. 4: Supports the growth & development of all students, particularly those traditionally underserved. <input type="checkbox"/> Stage 4. F. 5: Communicates with & engages families, caregivers, & the broader community.

All Stakeholders to complete at end of EACH placement		
SHIPPENSBURG UNIVERSITY PROFESSIONAL DISPOSITIONS RUBRIC		
CATEGORY I: PROFESSIONA	The candidate demonstrates a commitment to their profession, as evidenced by:	
		The candidate has demonstrated consistent effective communication in written & oral formats.
		The candidate has demonstrated professional expectations, including appearance, attendance, & prompt & professional responsiveness.

		The candidate has demonstrated ethical practices, including confidentiality, fairness, equity, & professional integrity when collaborating with teachers/professors & PK-12 students						
		The candidate has demonstrated an academic commitment to professional decision making, including recognizing subjective & objective data & how it informs their emergence as a professional.						
		The candidate has documented & justified their professional growth & embraces their professional development as an emerging professional.						
	OVERALL, THIS CANDIDATE'S DISPOSITION IN THIS CATEGORY IS RATED AS:							
	TARGET PLUS ONE:		TARGET:		DEVELOPING:		UNSATISFACTORY:	
	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.		The candidate's documentation is acceptable & complete & represents consistent positive professionalism.		The candidate's documentation is limited or vague & does not represent consistently positive professionalism.		The candidate's documentation is extremely limited/incomplete/inconclusive & does not represent positive professionalism.	
CATEGORY II: CRITICAL THINKING & REFLECTIVE PRACTICE	The candidate demonstrates self-awareness & can identify/acknowledge their use of feedback to signify a comprehensive professional perspective, as evidenced by:							
		The candidate has demonstrated an awareness of their impact on others & integrates that feedback in an effort to document growth.						
		The candidate has demonstrated purposeful self-reflection of contextual, cultural, & personal factors that influence their clinical decision making & practices.						
		The candidate has demonstrated a positive outlook related to all PK-12 students' ability to learn & how their instructional choices influence students' learning outcomes.						
		The candidate has demonstrated a positive outlook related to all PK-12 students' ability to learn & how their instructional choices influence students' learning outcomes.						
		The candidate has demonstrated a consistently productive approach to problem-solving that builds independence.						
	OVERALL, THIS CANDIDATE'S DISPOSITION IN THIS CATEGORY IS RATED AS:							
	TARGET PLUS ONE:		TARGET:		DEVELOPING:		UNSATISFACTORY:	
		The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.		The candidate's documentation is acceptable & complete & represents consistent positive professionalism.		The candidate's documentation is limited or vague & does not represent consistently positive professionalism.		The candidate's documentation is extremely limited/incomplete/inconclusive & does not represent positive professionalism.
	CATEGORY	The candidate demonstrates a commitment to building relationships with peers, professionals, & the community & establishes a positive rapport with PK-12 students, as evidenced by:						

	The candidate has demonstrated their positive interactions with PK-12 students in clinical settings & during all aspects of instruction.				
	The candidate has demonstrated their positive interactions with professional colleagues, peers, families, & stakeholders in the role of an emerging professional.				
	The candidate has demonstrated a variety of resources to communicate effectively with various stakeholders.				
	The candidate has demonstrated appropriate productivity while collaborating with peers, professional colleagues, PK-12 students, & the community.				
	The candidate has demonstrated inclusive leadership traits in response to professional tasks & responsibilities.				
	<b>OVERALL, THIS CANDIDATE'S DISPOSITION IN THIS CATEGORY IS RATED AS:</b>				
	<b>TARGET PLUS ONE:</b>	<b>TARGET:</b>	<b>DEVELOPING:</b>	<b>UNSATISFACTORY:</b>	
	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represents consistent positive professionalism.	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/inconclusive & does not represent positive professionalism.	
<b>CATEGORY IV: STEWARDSHIP FOR DIVERSITY</b>	<b>The candidate demonstrates a commitment to inclusive &amp; responsive environments, as evidenced by:</b>				
	The candidate has demonstrated the value of positively impacting PK-12 students, including designing & implementing various learning methods.				
	The candidate has demonstrated an appreciation for differences among people & PK-12 students, including their learning, language & cultural differences.				
	The candidate has demonstrated an engagement in community building to cultivate interdisciplinary & interprofessional relationships to transform PK-12 students.				
	The candidate has demonstrated a commitment to advocating for the field of education & the needs of their PK-12 students.				
	<b>OVERALL, THIS CANDIDATE'S DISPOSITION IN THIS CATEGORY IS RATED AS:</b>				
	<b>TARGET PLUS ONE:</b>	<b>TARGET:</b>	<b>DEVELOPING:</b>	<b>UNSATISFACTORY:</b>	
	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represents consistent positive professionalism.	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/inconclusive & does not represent positive professionalism.	







## PDE 430 GUIDE: PENNSYLVANIA STATEWIDE EVALUATION FORM FOR STUDENT PROFESSIONAL KNOWLEDGE AND PRACTICE

The PDE 430 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.

**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 get a copy to the Student Teacher.

### UNIVERSITY SUPERVISOR GUIDELINES FOR USING THE PDE-430

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#### Heading and Signature Page

- The heading of the evaluation form contains biographical information regarding you/candidate being evaluated and the evaluation period.
- The subjects being taught, and the grade level should be clearly listed.
- Write the date on which the conference was held between you/candidate and the evaluator on the signature page of the PDE-430 form.
- Clearly state the school year and the term in the appropriate place on the signature page.

#### Categories of Evaluation

PDE 430 has 4 major categories addressing evaluation of Student Teacher/candidate. Each category has Student Teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

- **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.

- **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.
- **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.
- **Category IV-Professionalism:** Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

### Levels of Proficiency in The Categories

- The categories presented on the PDE 430 provide knowledge, to the evaluator and you/candidate, of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
- You/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. The judgment of the performance for the rating of any category is based on:
  - *the rater's overall evaluation of performance in each category **and***
  - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high-level evaluation.*

### Sources of Evidence

- The sources of evidence gathered by you and the evaluator should be considered by the evaluator to make a judgment about your performance/level of proficiency.
- It is also your responsibility to ensure the availability of evidence required for each of the categories evaluated. The evaluator and you will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of your performance/level of proficiency.
- Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that you, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.

- Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.
- The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

## Justification For Evaluation

- After reviewing the results of your performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
- This is a key section as it provides you with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why you are receiving a particular rating for the category. The evaluator's comments help to focus you on your specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.
- **Note:** *The justification section may be expanded to whatever length the rater feels necessary to help you understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.*

## Evaluation

- The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of your demonstrated performance will be made and checked, resulting in a particular level of proficiency.
- The signature of the evaluator, usually your supervisor, must be included. In addition, your signature and the appropriate signature dates must also be included. You do not have to agree with the judgments or statements of the evaluator in order to sign the form. You are obligated to sign the form once the evaluator has shared the contents of the form with you. You may annotate the form with "I disagree with this rating. "
- The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide you with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to you. Additional pages may be added if necessary.

- **Note:** *The level of proficiency indicated in each of the 4 categories will be added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.*
- **Note:** *The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.*

## General Requirements

1. Each Student Teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience– once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give you an opportunity to correct or improve any deficiencies. The PDE 430 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 the overall assessment.** Note that all categories must have achieved at least a satisfactory rating in all cases.
3. A copy of the PDE 430 is kept in the candidate's college file. You should have a copy of your completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. **The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.**

**The form begins on the next page:**

# SHIPPENSBURG UNIVERSITY'S EVALUATION SHEET FOR THE PDE 430 FORM

SU Teacher Ed. Dept:		Conference Date:		Semester:		Year:		Select One:		MID		FINAL
Candidate's Full Name:		Evaluator Full Name:		Co-Op Full Name:								
Major:		Intended Certification:		District Name:								
School Building Name:		Subjects Taught:		Grade Level:								

## 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 get the signature of the Student Teacher.*

## Category I: Planning & Preparation

Categories and Performance Standards:						Sources of Evidence:		
<i>Select the standards that you were able to evaluate, if applicable:</i>						<i>Check all that apply &amp; append documents:</i>		
<i>Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student Teachers make plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.</i>		1. 1 Knowledge of content					Lesson/Unit Plans	
		1. 2 Knowledge of pedagogy					Resources/Materials/Technology	
		1. 3 Knowledge of Pennsylvania's K-12 Academic Standards					Assessment Materials	
		1. 4 Knowledge of students and how to use this knowledge to impart instruction					Student Teacher Interviews	
		1. 5 Use of resources, materials, or technology available through the school or district					Information About Students (Including IEPs)	
		1. 6 Instructional goals that show a recognizable sequence with adaptations for individual student needs					Classroom Observations	
		1. 7 Assessments of student learning aligned to the instructional goals and adapted as required for student needs					Resource Document	
		1. 8 Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals					Other:	
Mark One	Rating:	3 Exemplary		2 Superior		1 Satisfactory		0 Unsatisfactory
	Criteria:	The candidate consistently and thoroughly demonstrates indicators of performance.		The candidate usually and extensively demonstrates indicators of performance.		The candidate sometimes and adequately demonstrates indicators of performance.		The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

## Justification for Evaluation Rating:

*Be specific & give examples!*

## Category II: Classroom Environment

Categories and Performance Standards:						Sources of Evidence:	
<i>Select the standards that you were able to evaluate, if applicable:</i>						<i>Check all that apply &amp; append documents:</i>	
<i>Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning,</i>		2.1 Use of knowledge of content and pedagogical theory through his/her instructional delivery					Classroom Observations
		2.2 Instructional goals reflecting Pennsylvania K-12 standards					

<i>in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.</i>			2.3 Communication of procedures and clear explanations of content					Informal Observations/Visits					
			2.4 Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs					Teacher Candidate Interviews					
			2.5 Use of questioning and discussion strategies that encourage many students to participate					Assessment Materials					
			2.6 Engagement of students in learning and adequate pacing of instruction					Student Work					
			2.7 Feedback to students on their learning					Instructional Resources/Materials/Tech /Space					
			2.8 Use of informal and formal assessments to meet learning goals and to monitor student learning					Student Assignment Sheets					
			2.9 Flexibility and responsiveness in meeting the learning needs of students					Other:					
			2.10 Integration of disciplines within the educational curriculum										
Mark One	Rating:		3 Exemplary			2 Superior			1 Satisfactory			0 Unsatisfactory	
	Criteria:	The candidate consistently and thoroughly demonstrates indicators of performance.			The candidate usually and extensively demonstrates indicators of performance.			The candidate sometimes and adequately demonstrates indicators of performance.			The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.		
Justification for Evaluation Rating:													
Be specific & give examples!													
Category III: Instructional Delivery													
Categories and Performance Standards:										Sources of Evidence:			
Select the standards that you were able to evaluate, if applicable:										Check all that apply & append documents:			
<i>Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.</i>			3. 1 Knowledge of content and pedagogical theory through their instructional delivery					Informal Observations/Visits					
			3. 2 Instructional goals reflecting Pennsylvania K-12 standards					Classroom Observations					
			3. 3 Communication of procedures and clear explanations of content										
			3. 4 Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs					Teacher Candidate Interviews					
			3. 5 Use of questioning and discussion strategies that encourage many students to participate					Student Assignment Sheets					
			3. 6 Engagement of students in learning and adequate pacing of instruction					Student Work					
			3. 7 Feedback to students on their learning					Instructional Resources/ Materials/Technology					
			3. 8 Use of informal and formal assessments to meet learning goals and to monitor student learning					Assessment Materials					
			3. 9 Flexibility and responsiveness in meeting the learning needs of students					Other:					
			3. 10 Integration of disciplines within the educational curriculum										
Mark One	Rating:		3 Exemplary			2 Superior			1 Satisfactory			0 Unsatisfactory	
	Criteria:	The candidate consistently and thoroughly demonstrates indicators of performance.			The candidate usually and extensively demonstrates indicators of performance.			The candidate sometimes and adequately demonstrates indicators of performance.			The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.		
Justification for Evaluation Rating:													

Be specific & give examples!									
Category IV: Professionalism									
Categories and Performance Standards:							Sources of Evidence:		
Select the standards that you were able to evaluate, if applicable:							Check all that apply & append documents:		
Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.		4. 1 Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like						Classroom Observations	
		4. 2 Knowledge of school or district requirements for maintaining accurate records and communicating with families						Informal Observations/Visits	
		4. 3 Knowledge of school and/or district events						Assessment Materials	
		4. 4 Knowledge of district or college's professional growth and development opportunities						Student Teacher Interviews	
		4. 5 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						Written Documentation	
		4. 6 Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators						Student Assignment Sheets	
		4. 7 Ability to cultivate professional relationships with school colleagues						Student Teacher Interviews	
		4. 8 Knowledge of Commonwealth requirements for continuing professional development and licensure						Other:	
Mark One	Rating:		3 Exemplary		2 Superior		1 Satisfactory		0 Unsatisfactory
	Criteria:	The candidate consistently and thoroughly demonstrates indicators of performance.		The candidate usually and extensively demonstrates indicators of performance.		The candidate sometimes and adequately demonstrates indicators of performance.		The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	
Justification for Evaluation Rating:									
Be specific & give examples!									
Overall Rating:									
<b>Note:</b> 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 <u>final summative rating</u> to favorably complete this assessment.									
Rating:		Exemplary		Superior		Satisfactory		Unsatisfactory	
Score Range:	Minimum of 12 pts.		Minimum of 8 pts.		Minimum of 4 pts.		0 pts.		
Justification for Overall Rating:									
Be specific & give examples!									
Evaluator Signature: _____           Candidate Signature: _____									



## A GUIDE TO SCORING WITH THE EDUCATOR EFFECTIVENESS RUBRIC & RATING SCALE

Once our students leave Shippensburg University and step into district classrooms throughout Pennsylvania, the expectation is that they understand the Pennsylvania Educator Effectiveness Rubric that Administrators will be using to evaluate them throughout their employment.

Educators are evaluated using the Charlotte Danielson Domains, with administrators needing to provide evidence of various skills shown and competencies met. After the observation, there is typically a meeting and discussion.

In the case of student teaching:

- The Cooperating Teachers will use this rubric to evaluate Candidates at the 4-, 8-, 12-, and 16-week marks.
- At the 8- and 16-week marks (the mid and end points of the semester), Cooperating Teachers will submit these scores digitally to the OPPEO.
- These scores will help Shippensburg university evaluate our programs and Candidate performance.

Each rating form identifies the overall performance rating of the person evaluated, who is serving as a classroom teacher, using the scale below.

However, it is not lost on us that as Teacher Candidates, our students could never realistically earn the top rating scale, a “Distinguished,” and therefore it is not an option for our Cooperating Teachers to evaluate them as such.

Value	Rating	Satisfactory/ Unsatisfactory	Definition	Earning Potential
3	<i>Distinguished</i>	<i>Shall be considered satisfactory</i>	<i>The employee's performance consistently reflects teaching at the highest level of practice.</i>	<b>CANNOT EARN</b>
2	Proficient	<i>Shall be considered satisfactory</i>	<i>The employee's performance consistently reflects practice at a professional level.</i>	<b>CAN EARN</b>
1	Needs Improvement	<i>Shall be considered satisfactory, except that any subsequent overall rating of Needs Improvement should be considered into candidate readiness</i>	<i>The employee is functioning below proficient for performance expectations required for continued employment.</i>	<b>CAN EARN</b>
0	Failing	<i>Shall be considered unsatisfactory</i>	<i>The employee does not meet performance expectations required for the position.</i>	<b>CAN EARN</b>

Once rated, the four domains of teacher observation and practice in of the form are each assigned a percentage factor. Each domain shall be scored on the 0-to-3-point scale. The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or

three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the Total Educator Effectiveness Score.

DOMAIN	RATING	FACTOR	EARNED POINTS (A X B)	MAX POINTS
I. PLANNING & PREPARATION		20%		
II. CLASSROOM ENVIRONMENT		30%		
III. INSTRUCTION		30%		
IV. PROFESSIONAL RESPONSIBILITIES		20%		
Earned Points/Max Points:				
EDUCATOR PERFORMANCE RATING:				

The conversion to Performance Rating is as follows:

<b>Total Earned Points:</b>	<b>0.00 – 0.49</b>	<b>0.50 – 1.49</b>	<b>1.50 – 2.49</b>	<b>2.50 – 3.00</b>
<b>Rating:</b>	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>

The form itself begins on the following page, and it is followed by a list of guiding questions for the evaluator to us in the post-observation interview/discussion.

## MODIFIED EDUCATOR EFFECTIVENESS RUBRIC & RATING SCALE

### I. PLANNING & PREPARATION (20%)

Definition Below. Check relevant categories and evidence.				What did you see done well?		Evidence?		
<i>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</i>					1a: Demonstrating Knowledge of Content and Pedagogy		Observations	
					1b: Demonstrating Knowledge of Students		Lesson Reflections	
					1c: Setting Instructional Outcomes		Lesson Plans	
					1d: Demonstrating Knowledge of Resources		Lesson Materials	
					1e: Designing Coherent Instruction		Student Surveys	
					1f: Designing Student Assessment		Parent Interactions	
<b>RATING:</b>	<b>N/A</b>	<b>DISTINGUISHED - 3</b>		<b>PROFICIENT - 2</b>		<b>NEEDS IMPROVEMENT - 1</b>		<b>FAILING - 0</b>
<b>JUSTIFICATION:</b>	Teacher's plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans – instructional outcomes, learning activities, materials, resources, and assessments – are in complete alignment and are adapted as needed for individual students	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.		Teacher's plans reflect Moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals		Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.		

### II. CLASSROOM ENVIRONMENT (30%)

Definition below. Check relevant categories and evidence to the right.					What did you see done well?		Evidence?		
<i>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that challenging work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.</i>						2a: Creating an Environment of Respect		Observations	
								Lesson Reflections	
						2b: Establishing a Culture for Learning		Lesson Plans	
						2c: Managing Classroom Procedures		Lesson Materials	
						2d: Managing Student Behavior		Student Surveys	
						2e: Organizing Physical Space		Parent Interactions	
RATING:		N/A	DISTINGUISHED - 3		PROFICIENT - 2		NEEDS IMPROVEMENT - 1		FAILING - 0
JUSTIFICATION:		Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.			Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.		

### III. INSTRUCTION (30%)

Definition below. Check relevant categories and evidence to the right.				What did you see done well?		Evidence?		
<i>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</i>					3a: Communicating with Students		Observations	
					3b: Using Questioning and Discussion Techniques		Lesson Reflections	
					3c: Engaging Students in Learning		Lesson Plans	
					3d: Using Assessment in Instruction		Lesson Materials	
					3e: Demonstrating Flexibility and Responsiveness		Student Surveys Parent Interactions	
RATING:	N/A	DISTINGUISHED - 3		PROFICIENT- 2		NEEDS IMPROVEMENT-1		FAILING - 0
JUSTIFICATION:	All students are highly engaged in learning and make material contributions to the success of the class through their	All students are engaged in learning as a result of clear communication and successful use of questioning		Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable		Instruction is characterized by poor communication, low-level questions, little student		

	participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.	and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.
<b>IV. PROFESSIONAL RESPONSIBILITIES (20%)</b>				
<i>Definition below. Check relevant categories and evidence to the right.</i>			What did you see done well?	Evidence?
<p><i>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</i></p>			4a: Reflecting on Teaching	Observations
			4b: Maintaining Accurate Records	Lesson Reflections
			4c: Communicating with Families	Lesson Plans
			4d: Participating in the Professional Community	Lesson Materials
			4e: Growing and Developing Professionally	Student Surveys
<b>RATING:</b> <b>N/A</b> <b>DISTINGUISHED- 3</b> <b>PROFICIENT- 2</b> <b>NEEDS IMPROVEMENT - 1</b> <b>FAILING- 0</b>				Parent Interactions
<b>JUSTIFICATION:</b>	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher demonstrates moderate ethical standards and levels of professionalism, with Rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.
<b>OVERALL SCORE FOR EDUCATOR EFFECTIVENESS</b>				
<b>DOMAIN</b>	<b>RATING</b>	<b>FACTOR</b>	<b>EARNED POINTS (A X B)</b>	<b>MAX POINTS</b>
I. PLANNING & PREPARATION		20%		
II. CLASSROOM ENVIRONMENT		30%		
III. INSTRUCTION		30%		
IV. PROFESSIONAL RESPONSIBILITIES		20%		
<b>EARNED POINTS/MAX POINTS:</b>				
<b>EDUCATOR PERFORMANCE RATING:</b>				

### PDE'S POSSIBLE GUIDING QUESTIONS:

#### STRATEGIC DISCUSSIONS BETWEEN EVALUATORS AND TEACHER CANDIDATES

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for strategic discussions that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership to establish a level of connectedness among the two frameworks.

#### DOMAIN 1: PLANNING AND PREPARATION

<b>1A:</b>	
<b>DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Specifically, what do you expect the students to know?</li> <li>• What things do you routinely do to extend your content knowledge in the subject/subjects you teach?</li> <li>• Describe the process you use as you plan your daily lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>• What strategies do you use to check students' misconceptions as you begin the study of a new concept?</li> <li>• How do you adapt instruction for those students who need extra time and alternative strategies to master a concept?</li> <li>• What enrichment is available for those who have mastered the concept you are teaching?</li> </ul>
<b>1B:</b> <b>DEMONSTRATING</b> <b>KNOWLEDGE OF</b> <b>STUDENTS</b>	<ul style="list-style-type: none"> <li>• Is there anything about your class I should know before I come in?</li> <li>• Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges.</li> <li>• What resources have you investigated to support your efforts?</li> <li>• How have you used the data from multiple measures (School Performance Profile, Elective Data/Student Learning Objectives, and Ratings/PVAAS Correlations) to inform your decision making?</li> </ul>
<b>1C:</b> <b>SETTING</b> <b>INSTRUCTIONAL</b> <b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• After you look at the standards you are teaching toward, how do you determine the goals you will set for your students?</li> <li>• How do you plan your instruction and what are your most important considerations during your planning?</li> <li>• What alternatives are available for students who need extra support and time to meet the instructional goals and those who may have already mastered them?</li> <li>• What are you going to be listening for as you listen to students working together?</li> </ul>
<b>1D:</b> <b>DEMONSTRATING</b> <b>KNOWLEDGE OF</b> <b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• How do you communicate and work cooperatively with parents, counselors, and others in the community, and beyond to address your students' needs?</li> <li>• What resources do you visit most often when you plan instruction?</li> </ul>
<b>1E:</b> <b>DESIGNING</b> <b>COHERENT</b> <b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• As the designer of your classroom instruction, how do you plan to meet the needs and interests of all of your students to give them varied experience and keep them engaged and motivated to learn?</li> <li>• How is time allocated to work cooperatively with other teachers to be sure that your instruction is aligned with students' previous knowledge so that they can make connections for deeper understanding?</li> </ul>
<b>1F:</b> <b>DESIGNING</b> <b>STUDENT</b> <b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Explain how you clarify expectations for students by using: <i>Exemplary student work, Rubrics, Explicit directions, Modeling, Student repetition of details</i></li> <li>• What formative assessments do you use most often to identify student needs and to plan your instruction?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do you benchmark your assessments with other teachers at your level to inform your expectations and insure high expectations for all students?</li> <li>• Please share the ways you provide students with timely feedback on their learning and give them opportunities for improvement?</li> <li>• What should I expect to hear your students say or do that would be evidence that they have met the instructional goals for today?</li> </ul>
<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>	
<b>2A: CREATING AN ENVIRONMENT OF RESPECT/RAPPORT</b>	<ul style="list-style-type: none"> <li>• How do you model respectful behavior for your students?</li> <li>• What barriers to appropriate behavior do you encounter and what have you done to minimize them?</li> </ul>
<b>2B: ESTABLISHING A CULTURE FOR LEARNING</b>	<ul style="list-style-type: none"> <li>• In what ways have you reflected on how students learn?</li> <li>• Student engagement is about the nature of the work and who does it. In what ways do you encourage your students to be active participants?</li> </ul>
<b>2C: MANAGING CLASSROOM PROCEDURES</b>	<ul style="list-style-type: none"> <li>• What rituals and routines have you encouraged in your classroom to set a tone of respectful behavior?</li> <li>• How do you encourage your students to share roles and responsibilities with non-instructional routines for efficient classroom operations?</li> </ul>
<b>2D: MANAGING STUDENT BEHAVIOR</b>	<ul style="list-style-type: none"> <li>• Describe your student behavior plan. Is it clear, consistent, fair, appropriate and preventive?</li> <li>• Have your students shared the responsibility for determining the plan?</li> <li>• What is the most persistent behavior problem in your classroom? What are your current solutions?</li> </ul>
<b>2E: ORGANIZING PHYSICAL SPACE</b>	<ul style="list-style-type: none"> <li>• How is your classroom organized to accommodate: <i>Students with special needs, Cooperative learning, Appropriate use of technology, Teacher-student conferences, Safety and movement</i></li> <li>• In your planning, how do you arrange desks according to the purpose of your lesson?</li> </ul>
<b>DOMAIN 3: INSTRUCTION</b>	
<b>3A: COMMUNICATING WITH STUDENTS</b>	<ul style="list-style-type: none"> <li>• What are some ways you check for student understanding and how do you encourage students to ask questions?</li> <li>• How are you utilizing technology in your classroom?</li> <li>• What strategies do you use to check students' misconceptions as you begin the study of a new concept?</li> </ul>



<b>3B: USING QUESTIONING AND DISCUSSION TECHNIQUES</b>	<ul style="list-style-type: none"> <li>• Explain how your classes are a combination of “stand and deliver” mini-lessons with opportunities for student engagement, reflection and sharing that go beyond memorization of facts.</li> <li>• How do you provide students with practice in being good consumers of information by: Analyzing, Synthesizing, Evaluating, Thinking critically, Summarizing, Strategic thinking</li> <li>• Application to real life situations and new learning</li> </ul>
<b>3C: ENGAGING STUDENTS IN LEARNING</b>	<ul style="list-style-type: none"> <li>• In your planning, how do you determine groups of students who work cooperatively?</li> <li>• What kinds of things will I hear that will be evidence of a high level of rigor during this lesson?</li> <li>• What activities are planned to help students to reach a different level of understanding and truly be “minds on?”</li> </ul>
<b>3D: USING ASSESSMENT IN INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Describe how you use the following items to clarify expectations in your classroom. Exemplary student work, Rubrics, Timely feedback</li> <li>• Which opportunities for immediate feedback are most popular with your students and why? Computer exercises, Working in pairs, Student-teacher conferences, Working in small groups</li> <li>• How do you use portfolios to collect student work as a means of assessing change over time and progress on individual tasks?</li> </ul>
<b>3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>	<ul style="list-style-type: none"> <li>• How do you ensure that all students are respected as they offer solutions to problems?</li> <li>• What classroom strategies do you use for lessons that are rigorous, relevant and related to real life?</li> </ul>
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>	
<b>4A: REFLECTING ON TEACHER AND STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• In what ways have you reflected on the observed lesson?</li> <li>• What professional development contributed to the strategies you used during the lesson?</li> <li>• In retrospect, what would you do differently?</li> <li>• Would you be willing to share your effective practices with your peers?</li> </ul>
<b>4B: SYSTEM FOR MANAGING STUDENTS' DATA</b>	<ul style="list-style-type: none"> <li>• Describe the system you use for managing the daily information you collect concerning your students' instruction and needs.</li> <li>• In what ways do students have opportunities to view and maintain their assessment information?</li> </ul>

	<ul style="list-style-type: none"> <li>• How is individual progress shared and/or celebrated with students?</li> <li>• How do you use data to guide your planning and instruction?</li> </ul>
<b>4C: PARTICIPATING IN A PROFESSIONAL COMMUNITY</b>	<ul style="list-style-type: none"> <li>• How do you see your role in our school as a professional learning community?</li> <li>• What opportunities do you have to share classroom research and successes with your colleagues?</li> <li>• How would you describe the context of our school and our opportunities for improvement?</li> </ul>
<b>4D: GROWING AND DEVELOPING PROFESSIONALLY</b>	<ul style="list-style-type: none"> <li>• Are you a member of any professional organizations?</li> <li>• Do you subscribe to any educational research journals?</li> <li>• Which have been most helpful to you and why?</li> <li>• Would you recommend any journals or recent books to be part of our professional library?</li> <li>• What do you see as urgent issues now in the field of education?</li> </ul>
<b>4E: SHOWING PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>• What do you believe to be the characteristics of an exemplary teacher?</li> <li>• What are your personal goals to maintain your professionalism?</li> </ul>



**TEACHER CANDIDATE SUBMITS TO UNIVERSITY SUPERVISOR WEEKLY**

**TEACHER CANDIDATE WEEKLY REPORT FORM: PART**

\_\_\_\_\_  
Dates: Monday: Friday

\_\_\_\_\_  
Teacher Candidate Name

\_\_\_\_\_  
Teacher Candidate Phone

\_\_\_\_\_  
Teacher Candidate E-Mail

\_\_\_\_\_  
Cooperating Teacher Name

\_\_\_\_\_  
Cooperating Teacher E-Mail

\_\_\_\_\_  
School Name

\_\_\_\_\_  
School Phone Number

Complete the grid, filling in the schedule of activities. Circle or highlight when you will be teaching and/or leading. If your University Supervisor has asked you to complete a "field log" use that in place of this form.

WEEK #						
Room #	Time	Monday	Tuesday	Wednesday	Thursday	Friday


**TEACHER CANDIDATE SUBMITS TO UNIVERSITY SUPERVISOR WEEKLY**

### TEACHER CANDIDATE WEEKLY REPORT FORM: PART 2

Keep a list of questions as situations occur so that you can discuss them with your Cooperating Teacher and University Supervisor.

- My involvement in special activities in the upcoming week include:

- My most successful teaching experience this week was:

- What contributed to my success?

- My least successful teaching experience this week was:

- What contributed to my lack of success?

- What could I do differently to improve this teaching experience?

- Any/Some Area(s) I improved in this past week:

Office of Partnerships, Professional Experiences, and Outreach

College of Education and Human Services

Shippensburg University

1871 Old Main Drive

Shippen Hall 354

Shippensburg, PA 17257-2299

Office 717-477-1487

Fax: 717-477-4012



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### SUBSTITUTE APPROVAL LETTER

To Whom It May Concern:

According to the Shippensburg University College of Education and Human Services guidelines regarding substitute teaching while student teaching, I am formally requesting that I be considered for substitute teaching while student teaching in your school district. Below are the signatures of my Cooperating Teacher during the first 8-weeks of student teaching and University Supervisor acknowledging that in their certified professional opinion, my skills, knowledge, and disposition are such that I would be an effective substitute teacher within the parameters within the policy.

Sincerely,

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Student Teacher's Signature

---

Student Teacher's Name

---

Student Teacher's Area of Certification(s)

---

Cooperating Teacher Print Name/Title

---

University Supervisor Print Name/Title

---

Cooperating Teacher Signature

---

University Supervisor Signature

---

Date:

Date:

ONCE COMPLETE, SUBMIT A COPY TO THE OPPEO.



TEACHER CANDIDATE TO COMPLETE WEEKLY

Your University Supervisor or Cooperating teacher may ask you to use a specific format for lesson and unit planning. In the absence of that, please use one of the formats provided to you within this appendix or the provided links.

#### Understanding How Students Understand:

- [Cognitive Level Comparisons](#)
- [PDE Statement](#)

#### Templates:

- [Learning Focused Schools \(Acquisition\) Template](#)
- [Understanding by Design Template](#)
- [Standards Aligned System \(PDE\)](#)

#### The Lesson Plan Process

- [Effective Lesson Planning: Proven Ideas](#)
- [How to plan effective Lessons](#)
- [Simplifying the Lesson Plan Template](#)

#### Curriculum Maps

[PDE Curriculum Maps](#): To navigate, search by content and grade band.

- Ask your cooperating teacher if your district has unit and lesson essential questions that they have standardized!!

#### Standards

## Common Questions

### 1. How does lesson planning affect me during student teaching?

- Within the PDE 430, lesson planning has a heavy effect on Domains I and II
- See your recent/upcoming mid-point evaluations for more information.

### How does lesson planning affect me once I am employed by a district?

- [Within the Educator Effectiveness Framework, your ability to create cohesive lessons affects every domain.](#)

SHIPPENSBURG UNIVERSITY LESSON PLAN TEMPLATE			
Week of:		Date of Lesson:	
Subject/Class:		Grade Level:	
Topic/Unit:		Lesson Timeline:	
<b>Objectives/Learning Outcomes</b> Think about the big ideas: what do you really want your students to accomplish in this lesson?  <ul style="list-style-type: none"> <li>• <i>The objective is something that reflects what your students will know, feel, or be able to do after your lesson that they could not do before.</i></li> <li>• <i>Be concise: do not worry about "The students will be able to..." just use "The students will..."</i></li> <li>• <i>Use a numbered list.</i></li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Learning Essential Question</b> Use your curriculum to determine this.		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Standards</b> List the relevant standards.		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	

<b>Prerequisite Skills / Vocab / Knowledge</b> <ul style="list-style-type: none"> <li>• <i>What do my students need to be able to do before completing this lesson?</i></li> <li>• <i>What terms do they need to understand?</i></li> <li>• <i>What should they know beforehand?</i></li> <li>• <i>Skills could come from prior unit or instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Pre-Assessment</b>  <i>How are you evaluating what your students DO actually know?</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Student Materials</b> List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Teacher Materials</b> List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Technology</b> List and/ or link the technology you'll be using in class.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Introduction (Hook)/Anticipatory Set Aka Activating Strategy</b> <ul style="list-style-type: none"> <li>• <i>Attention getting: find a creative way to pull your students into what you will be teaching them. Accessing prior experiences is critical. File cabinet in brain: locate information for students for when they are preparing to start learning something.</i></li> <li>• <i>Use one or more of the following: Focus the learner, motivate the learner, state the value of the lesson, review as needed, set the stage.</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<p><b>Sequence of Instruction (Step 1, Step 2...)</b>          Indicate what you are doing step by step and what your students are doing step by step.</p> <ul style="list-style-type: none"> <li>• <i>You must know what you want from your students in terms of their learning.</i></li> <li>• <i>Think of your objectives and evidence collection.</i></li> <li>• <i>Indicate the instructional strategies used.</i></li> <li>• <i>Be specific enough that a guest teacher could teach this lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>What are you doing during the lesson to determine what students learned?</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Differentiation</b>          As you plan the lesson's step-by-step sequence, consider:</p> <ul style="list-style-type: none"> <li>• <i>What specific accommodations or modifications are being provided?</i></li> <li>• <i>What extensions of learning are being provided?</i></li> <li>• <i>How will you differentiate the instructional pace, tasks, assessments, materials, and/or technology for students with IEPs or GIEPs?</i></li> <li>• <i>How will you adjust the lesson's pace, task, assessments, materials, and/or technology for students who are at various benchmark levels?</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Formative Assessment / Performance Task</b></p> <ul style="list-style-type: none"> <li>• <i>What authentic task will students do to show they have an understanding. This is typically a larger assessment.</i></li> <li>• <i>How will you evaluate this?</i></li> <li>• <i>If a test/ quiz, how did you ensure this is an accurate evaluation of the lesson objectives?</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>



<b>Closure/Wrap Up</b> <ul style="list-style-type: none"> <li>• <i>What will you ask students to determine understanding?</i></li> <li>• <i>Check for student understanding.</i></li> <li>• <i>Asking questions for clarification.</i></li> <li>• <i>You want students to summarize what they learned.</i></li> <li>• <i>This is an important part of the lesson! Do not rush through it. Keep an eye on the clock so you have time.</i></li> <li>• <i>It is like another hook.</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Possible Follow-up Activity</b> <ul style="list-style-type: none"> <li>• <i>How can you link this to your next lesson or unit?</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>LESSON REFLECTION</b>	
<b>What went well?</b>	
<b>What was learned about planning?</b>	
<b>What was learned about teaching?</b>	
<b>What did the students learn?</b>	
<b>What improvements will I make?</b>	