



Education Department

Field Experience  
Weekly Classroom Observation Form

**REPORT OF STUDENT PERFORMANCE**

Student: Sarah Padula Cooperating Teacher: Mrs Perry Date/Week: 2/16/21 4

Completed by: Kara Perry (Cooperating Teacher) OR College Supervisor [print name and circle correct identity] Course Code: Sped 424

School: Hickory Schools Subject/grade: LS 4 Time/Period: \_\_\_\_\_

For each competency, please place an "x" in the appropriate performance column based on the scale below. For those very few *exceptional* areas of *outstanding* strengths, place a "+", rather than an 'x', in the "4" column.

<b>Performance Scale:</b>	4 Competency equal to that of a beginning teacher, functions independently
	3 Competency is well developed, needs minimal direction
	2 Competency is somewhat developed; needs direction
	1 Competency is beginning to be developed; needs constant supervision
	0 Competency is NOT demonstrated at this time.

**CATEGORY I: Planning and Preparation** – Student demonstrates thorough knowledge of content and pedagogical skills in planning and preparation; student makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(A), (B),(C),(G),(H)

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**CATEGORY II: Classroom Environment** – Student establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

\* Sarah is respectful-fair but firm.  
She is extremely consistent.

**CATEGORY III: Knowledge of Content/Teaching Strategies** – Student, through knowledge of content and their pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D), (F),(G)

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**CATEGORY IV: Professional Responsibilities** - Student demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**AREA OF CERTIFICATION** (check one):

- PreK-4/SpEd
- SecEd Eng
- SecEd Math
- SecEd Hist
- SecEd Bio
- SecEd Chem

**ADDITIONAL COMMENTS:**

## CATEGORY I PLANNING AND PREPARATION

*Student's performance appropriately demonstrates:*

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

## CATEGORY II CLASSROOM ENVIRONMENT/MANAGEMENT

*Student's performance appropriately demonstrates:*

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

## CATEGORY III KNOWLEDGE OF CONTENT/TEACHING STRATEGIES

*Student's performance appropriately demonstrates:*

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

## CATEGORY IV PROFESSIONAL RESPONSIBILITIES

*Student's performance appropriately demonstrates:*

- Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure