



REPORT OF STUDENT PERFORMANCE

Student: Sarah Padula, Cooperating Teacher: Mrs Perry, Date/Week: 2/22/21 5, Completed by: Kara Perry, School: Hickory Schools, Subject/grade: LS 4, Course Code: Speed 424

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.

Performance Scale table with 5 columns (4, 3, 2, 1, 0) and 5 rows of descriptions.

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)

Performance scale for Category I with '4' circled in the first cell.

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)

Performance scale for Category II with '4' circled in the first cell.

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.

Sarah is great at finding ways to differentiate material for all learners.

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

Performance scale for Category III with '4' circled in the first cell.

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)

Performance scale for Category IV with '4' circled in the first cell.

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