



THIEL COLLEGE

FORM B MIDTERM & FINAL EVALUATION

Student-Teacher Candidate Sarah Padula College Supervisor Kara Zuschlag

Cooperating School Fosta

Cooperating Teacher Kara Perry

Subject Taught math/ELA Check one:

Midterm Report: X

Final Report:

Observation Date: Jan 21 - March 21 Completed by:

Use back of form for additional comments.

Exemplary (4) = Student-teacher candidate *consistently* and *thoroughly* demonstrates indicators of performance.

Superior (3) = Student-teacher candidate *usually* and *extensively* demonstrates indicators of performance.

Satisfactory (2) = Student-teacher candidate *sometimes* and *adequately* demonstrates indicators of performance.

Unsatisfactory (1) = Student-teacher candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Non-applicable (0) = Criterion was non-applicable to the lesson.

Lesson Planning

States appropriate performance outcomes in planning for student learning

Rating 4

Incorporates media and materials appropriate to the stated objective

Rating 4

Knows and uses subject matter appropriate for the grade level

Rating 4

Reveals independent thinking, reflection, and creativity

Rating 4

Has work prepared on time

Rating 4

Comments:

Sarah planned thoughtful
rigorous.

Teaching/ Adjusting the Lesson

Relates each lesson to prior knowledge	Rating <u>4</u>
Relates each lesson to appropriate goals of the student	Rating <u>4</u>
Presents the lesson logically	Rating <u>4</u>
Follows classroom procedures which help students achieve the lesson outcomes	Rating <u>4</u>
Introduces lessons by indicating what is expected and how it will be assessed in a clear, concise form	Rating <u>4</u>
Incorporates student knowledge and skills to facilitate learning	Rating <u>4</u>
Gives prompt feedback to the students <i>Very prompt!</i>	Rating <u>4</u>
Uses appropriate vocabulary	Rating <u>4</u>
Generally has an introduction and beginning lesson motivation to get the students focused	Rating <u>4</u>
Generally has a closure to effectively wrap up the lesson	Rating <u>4</u>
Comments:	

Classroom Management

Gives clear and explicit directions <i>Fair but Firm</i>	Rating <u>4</u>
Evidences guidelines or consistency in maintaining control in the classroom	Rating <u>4</u>
Shows respect for students' feelings <i>Takes the time to develop rapport w/ students. They loved it!</i>	Rating <u>4</u>
Encourages group interaction in the classroom	Rating <u>4</u>
Makes clear explanation of assignments, rules, and methods of assessment	Rating <u>4</u>
Establishes communication with parents (if necessary)	Rating <u>0</u>
Comments:	

Applying Differential Instruction

Uses instructional procedures that help individual students who are having difficulty in basic skills	Rating <u>4</u>
Assesses individual student needs using previous scores from classroom performances	Rating <u>4</u>
Responds to student needs with appropriate materials and level of instruction	Rating <u>4</u>
Comments: <i>Recognizes individuals needs</i>	

Evaluating Intended Outcomes

Uses appropriate evaluation/assessment devices

Rating 4

Has a plan for assessing student progress

Rating 4

Communicates with students how they will be evaluated/assessed

Rating 4

Comments: *Makes students aware of daily practices & procedures.*

Corrective Teaching

Always using formative assessment

Uses the results of tests and daily work to determine the need for corrective teaching

Rating 4

Uses alternative instructional materials and strategies needed for corrective teaching

Rating 4

Note 1. These are the categories and criteria for rating used in PDE-430.

Comments:

General Comments (Use reverse side if necessary):

Sarah Padub _____

STUDENT-TEACHER SIGNATURE

3/12/21

DATE

Kara Perry _____

COOPERATING TEACHER SIGNATURE

3.12.21

DATE