

**DUQUESNE UNIVERSITY STUDENT TEACHER OBSERVATION EVALUATION RECORD**

Based on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge & Practice

Duquesne University Student Teaching Form: ST 5

Student Name \_\_\_\_\_

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

Subject/Grade \_\_\_\_\_

Observation Date \_\_\_\_\_

**Performance Evaluation**

This form serves as a record of the teacher candidate’s professional performance evaluation during a specific teaching event. Not all criteria may be evident in the observed lesson. The form demonstrates the alignment of the performance criteria from the Pennsylvania State PDE430 Form with the conceptual framework of Duquesne University’s Leading Teacher Program.

**Directions**

During the observation of the teacher candidate and after reflection on the observed lesson, examine sources of evidence provided by the teacher candidate and bear in mind the aspects of teaching for each of the four categories used on this form. Check the appropriate aspects of student teaching and indicate the sources of evidence used to determine the evaluation for the results in each category.

**Category I – Planning and Preparation –Teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Teacher candidate makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Teacher candidate’s performance appropriately demonstrates:**

- Knowledge of Content
- Knowledge of Pedagogy
- Knowledge of Pennsylvania K-12 Academic Standards in relevant grade level or content area
- 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
- Use of educational psychological principle/theories in the construction of lesson plans and setting instructional goals

**LTP Conceptual Framework Competencies**  
 Learning Theorist (LT)-2,3  
 Curriculum Designer (CD)-2,3,4  
 Expert School Context (SC)-1  
 Master Practitioner (MP)-1,2  
 Instructional Leader (IL)-3

**Anecdotal Record**

**Sources of Evidence (check all that apply):**

\_\_\_ Lesson/Unit Plans - \_\_\_\_\_

\_\_\_ Assessment Materials - \_\_\_\_\_

\_\_\_ Student Teacher Interviews - \_\_\_\_\_

\_\_\_ Resources, Materials and Technology - \_\_\_\_\_

\_\_\_ Information about students, including IEP’s - \_\_\_\_\_

\_\_\_ Classroom Observations - \_\_\_\_\_

\_\_\_ Other - \_\_\_\_\_

Student Name \_\_\_\_\_

**Category II – Classroom Environment – 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. Teacher candidate’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
- Establishment and maintenance of rapport with students
- Suitable display of teacher and student work

**LTP Conceptual Framework  
Competencies**

Learning Theorist (LT)-1,2  
Curriculum Designer (CD)-3  
Expert School Context(SC)-1

**Anecdotal Record**

**Sources of Evidence (check all that apply):**

\_\_\_ Classroom Observation - \_\_\_\_\_

\_\_\_ Informal Observations - \_\_\_\_\_

\_\_\_ Resources, Materials and Technology - \_\_\_\_\_

\_\_\_ Conferences - \_\_\_\_\_

\_\_\_ Other - \_\_\_\_\_

Student Name \_\_\_\_\_

**Category III – Instructional Delivery – Teacher candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Teacher candidate’s performance appropriately demonstrates:**

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting PA K-12 Academic Standards in relevant grade levels and/or content areas
- Communication of procedures and clear explanations of content
- Use of 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

**LTP Conceptual Framework Competencies**  
 Learning Theorist (LT)-2,3  
 Curriculum Designer (CD)-2,3,4  
 Expert School Context (SC)-1  
 Master Practitioner (MP)-1,2  
 Instructional Leader (IL)-3

**Anecdotal Record**

**Sources of Evidence (check all that apply):**

- \_\_\_ Classroom Observation - \_\_\_\_\_
- \_\_\_ Informal Observations - \_\_\_\_\_
- \_\_\_ Student Work - \_\_\_\_\_
- \_\_\_ Assessment Materials - \_\_\_\_\_
- \_\_\_ Student Conference - \_\_\_\_\_
- \_\_\_ Resources, Materials and Technology - \_\_\_\_\_
- \_\_\_ Other - \_\_\_\_\_

Student Name \_\_\_\_\_

**Category IV – Professionalism – Teacher candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Teacher candidate’s performance appropriately demonstrates:**

- Knowledge of school and district procedures and regulations relating to attendance and Punctuality
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Aware of and contributes to school and/or district events
- Knowledge of district or college’s professional growth and development opportunities
- 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
- Effective communication – oral, written and visual – 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

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| <p><b>LTP Conceptual Framework Competencies</b></p> <p>Learning Theorist (LT)-2,3</p> <p>Curriculum Designer (CD)-2,3,4</p> <p>Expert School Context (SC)-1</p> <p>Master Practitioner (MP)-1,2</p> <p>Instructional Leader (IL)-3</p> |
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**Anecdotal Record**

**Sources of Evidence (check all that apply):**

- \_\_\_ Classroom Observations - \_\_\_\_\_
- \_\_\_ Informal Observations - \_\_\_\_\_
- \_\_\_ Assessment Materials - \_\_\_\_\_
- \_\_\_ Student Work - \_\_\_\_\_
- \_\_\_ Informal Observations - \_\_\_\_\_
- \_\_\_ Resources, Materials and Technology - \_\_\_\_\_
- \_\_\_ Student Teacher Interviews - \_\_\_\_\_
- \_\_\_ Other - \_\_\_\_\_

Student Name \_\_\_\_\_

**Goals/Recommendations/Plan of Action**

\_\_\_\_\_ Check if portfolio documents are in order. If not, please explain

**Signatures – Student Candidate and Evaluator must sign and date this form.**

\_\_\_\_\_  
Student Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

