

Duquesne University Student Teacher Final Evaluation by Mentor Teacher ST-7
Aligned with the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice
(THIS IS A TEMPLATE OF THE EVALUATION; ACUTAL EVALUATION IS TO BE COMPLETED ON VIA)

 Teacher Candidate

 Date

 Subject(s) Taught/Grade Level

 School

This form serves as a record of the teacher candidate's professional performance. The form demonstrates the alignment of the performance criteria from PDE 430 with the conceptual framework of the Leading Teacher Program.

Using all records from previous observations, sources of evidence provided by the teacher candidate, and growth recorded from the midterm evaluation, check the appropriate evaluation of the teacher candidate in each category at the time of this evaluation. After recording an evaluation in each category, make a final assessment of Pass or Not Pass for teacher candidate/student teaching experience. After conferencing with the student teacher candidate, the mentor teacher and the teacher candidate must sign this form. **After the mentor teacher has completed this document and conferenced with the teacher candidate, the teacher candidate must electronically sign this document in VIA.**

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, knowledge of assigned students and the instructional context.

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

MET NOT MET

Category II - Classroom Environment – Teacher candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued and respected. The teacher candidate institutes routines and sets clear expectations for student behavior.

LTP Conceptual Framework Competencies
 Learning Theorist (LT) – 1, 2;
 Curriculum Designer (CD) – 3;
 Expert School Context (SC) - 1

MET NOT MET

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.

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

MET NOT MET

Category IV – Professionalism – Teacher candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

LTP Conceptual Framework Competencies
 Curriculum Designer (CD) – 2;
 Expert School Context (SC) – 1, 2;
 Master Practitioner (MP) – 3, 5;
 Instructional Leader (IL) – 1, 2, 3

MET NOT MET

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Comments/Recommendations

Category I – Planning and Preparation

Category II – Classroom Environment

Category III – Instructional Delivery

Category IV - Professionalism

Overall Evaluation
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET

Signatures – After the mentor teacher has completed this document on Via, signed off on it, and conferenced with the teacher candidate, the teacher candidate must electronically sign this document on VIA.