

To be completed by: University Supervisor
Sent to: Dr. Jessica McCormick @ jmk344@pitt.edu

Student Teaching Performance Rating Scale Summary Form

Student Teacher's Name: Click or tap here to enter text.

University Supervisor's Name: Click or tap here to enter text.

Directions: This form can be used by the Faculty Member to compile all of the evaluation results of a Candidate's Student Teaching Performance Rating Scale.

- 3 – Exemplary: Candidate performed at a level well beyond that expected of a novice (This rating should be reserved to highlight exceptional strengths).
 2 – Expected: Candidate performed commendably; reflective of successful efforts.
 1 – Emergent: Candidate performed adequately with few exceptions; reflective of satisfactory efforts.
 0 – Unsatisfactory: Candidate performed at a level less than satisfactory; reflective of the need to strengthen and/or develop.
 N/A – Not Applicable: Insufficient basis for judgment.

Unit Outcomes	First Half		Second Half		First Half	Second Half
	Candidate	Cooperating Teacher	Candidate	Cooperating Teacher	PDE430	PDE430
I. Planning & Preparation					CATEGORY	CATEGORY
1A: Knowledge of Content and Pedagogy The student teacher demonstrates knowledge of content discipline, including dominant and relational structures, key components, and currency.					I.	I.
1B: Demonstrating Knowledge of PK-12 Students The student teacher actively seeks knowledge of PK-12 students' unique skills, knowledge, cultural background, and individual learning needs and the effect on student learning.						

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1C: Setting Instructional Outcomes The student teacher sets instructional outcomes that are rigorous and appropriately sequenced, addressing differentiation in learning and viable methods of assessment for all PK-12 students.						
1D: Demonstrating Knowledge of Resources The student teacher utilizes a variety of relevant research-based resources, experiences, and opportunities to enhance student learning and to further teacher content knowledge and pedagogy.						
1E: Designing Coherent Instruction The student teacher designs instruction to include multiple deliveries, transitioning easily from one to another, as well as thoughtful planning to instructional groups and engaging activities for all learners						
1F: Designing Student Assessment The student teacher designs assessments to match clearly defined learning expectations for all PK-12 students as part of the instructional process to guide future planning.						

II. Classroom Environment						
2A: Creating an Environment of Respect and Rapport The student teacher's interactions with PK-12 students demonstrate caring and sensitivity to students' needs, and PK-12 students treat each other in a similarly appropriate manner.					II.	II.
2B: Establishing a Culture for Learning The student teacher conveys a passion for learning and its educational value, so all PK-12 students are challenged and encouraged to achieve expectations.						
2C: Managing Classroom Procedures The student teacher transitions between instructional modalities seamlessly and effectively, and all PK-12 students are empowered to manage learning routines and procedures with agency.						
2D: Managing Student Behavior Expectations The student teacher establishes equitable standards of conduct and uses preventative measures to reinforce positive behavior and PK-12 student interactions.						
2E: Organizing Physical and Digital Space The student teacher organizes classroom space to engage all learners and makes safe use of physical and virtual space. The learning environment is accessible to all learners and engages PK-12 students in digital tools and platforms to enhance learning.						
III. Instruction						
3A: Communicating with Students The student teacher sets clear expectations and utilizes a variety of instructional techniques and ongoing assessment to adapt to all PK-12 students' knowledge and needs.					III.	III.

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3B: Questioning and Discussion Techniques The student teacher uses a variety of questioning techniques to ensure PK-12 students are actively engaged in learning with opportunities for all PK-12 students to share content through varied discussion formats.						
3C: Engaging Students in Learning Activities and Assignments The student teacher engages all PK-12 students in varied instructional modalities, as well as encouraging independent and social-emotional learning using meaningful grouping methodologies.						
3D: Using Assessment in Instruction The student teacher utilizes ongoing strategies to gauge student knowledge and understanding, empowering PK-12 students to self-assess, to monitor progress, and to establish high-standards for assessment.						
3E: Demonstrating Flexibility and Responsiveness The student teacher demonstrates adaptability to adjust and differentiate instruction for all PK-12 students and promotes learning through extensive instructional strategies and flexibility for student interests and teachable moments.						
IV. Professional Responsibility						
4A: Reflecting on Teaching The student teacher utilizes self-reflection and input from the educational community to assess teaching effectiveness in order to inform future practice.					IV.	IV.

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4B: Maintaining Accurate Records The student teacher effectively maintains accurate and timely records, including student progress, completion of assignments, and non-instructional information.						
4C: Communicating with Families The student teacher communicates with families and caregivers frequently and with sensitivity to culture and equity, utilizing various modalities to provide information on student progress and school activities.						
4D: Participating in a Professional Community The student teacher collaborates with colleagues, community stakeholders, district leadership, and professional learning communities to improve instructional skill and student success and to contribute to school and community initiatives.						
4E: Growing and Developing Professionally The student teacher is engaged in professional development and action research to keep current in instructional trends utilizing collegial networks and professional organizations.						
4F: Showing Professionalism The student teacher's actions demonstrate integrity and ethical conduct while consistently advocating for all PK-12 students.						



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