To be completed by: University Supervisor

Sent to: Dr. Jessica McCormick @ [jmk344@pitt.edu](mailto: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 – Superior: Candidate performed commendably; reflective of successful efforts.

1 – Satisfactory: 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.

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| --- | --- | --- | --- | --- | --- | --- |
| **Unit Outcomes** | **First Half** | | **Second Half** | | **First Half** | **Second Half** |
|  | **Candidate** | **Cooperating Teacher** | **Candidate** | **Cooperating Teacher** | **PDE430** | **PDE430** |
| **I. CONTENT AND PEDAGOGY** |  |  |  |  | **CATEGORY** | **CATEGORY** |
| 1. Displays knowledge of scope and sequence of curriculum. |  |  |  |  | **I.** | **I.** |
| 2. Displays knowledge of the characteristics of learners. |  |  |  |  |
| 3. Evidences solid base of pedagogical content knowledge. |  |  |  |  |
| 4. Evidences solid base of subject content knowledge. |  |  |  |  |

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| **II. INSTRUCTION AND ASSESSMENT** |  |  |  |  |  |  |
| 1. Incorporates a variety of research-based instructional/educational strategies. |  |  |  |  | **II.** | **II.** |
| 2. Promotes problem-solving, critical thinking, and creative thinking. |  |  |  |  |
| 3. Promotes constructive, collaborative, and cooperative learning opportunities. |  |  |  |  |
| 4. Integrates technology appropriately to promote learning. |  |  |  |  |
| 5. Employs authentic assessment appropriately. |  |  |  |  |
| 6. Monitors and reports student progress effectively.  7. Uses assessment data to design instruction and improve student learning.  8. Aligns assessments to local, state, or national standards.  9. Employs various assessment strategies and measures to accommodate individual and diverse learners. |  |  |  |  |
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| 8. Aligns assessments to local, state, or national standards. |  |  |  |  |
| 9. Employs various assessment strategies and measures to accommodate individual and diverse learners. |  |  |  |  |
| **III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY** |  |  |  |  |  |  |
| 1. Communicates high expectations for students. |  |  |  |  | **III.** | **III.** |
| 2. Manages student behavior to enhance learning. |  |  |  |  |
| 3. Accommodates for a range of differences in culture, developmental levels, and learning styles. |  |  |  |  |
| 4. Promotes active learning. |  |  |  |  |
| **IV. SCHOOL AND COMMUNITY PROFESSIONAL** |  |  |  |  |  |  |
| 1. Links subject matter within and across disciplines and grade levels. |  |  |  |  | **IV.** | **IV.** |
| 2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). |  |  |  |  |
| 3. Adheres to professional codes of ethics and school laws. |  |  |  |  |